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## Using Images and Texts to Increase Students' Perceptions of their Learning Climates

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## CLASSROOM CLIMATE: USING IMAGES AND TEXTS

### **Abstract**

Racialized students often perceive a more negative learning climate than their White peers (Salle, Zabek, & Meyers, 2016). According to Statistics Canada (2017), the region that School Board (SB) is part of is drastically growing in the number of people that self-identify as racialized. This is important to recognize because internal board data already highlights that many students within SB currently do not rate their learning climates as positive (SB, 2017). This organizational improvement plan (OIP) uses critical race theory to highlight issues with the unintentional reinscription of White dominance in texts and images within SB, and the effects that this reinscription has on racialized students' perceptions of their learning climates. This OIP connects a positive learning climate to an authentically inclusive learning climate where students are reflected without the unintentional reinscription of White dominance. Although texts and images are not the only way to build an inclusive and positive learning climate, Glass (2012)'s article highlights that a significant part of creating an inclusive learning climate involves reflecting students' racial identities. Images and texts provide a tangible way of creating this representation. The problem of practice (PoP) in this OIP hopes to change the negative impact that current and imminent images and texts (both in print and online) have on students' perceptions of their learning climates. The PoP being addressed is how can school resources, such as images and texts, be utilized to better reflect the diversity of SB and in particular racialized students? Through both transformational and behavioural leadership, this OIP uses Kotter's 8-stage change model to implement change goals to address the PoP.

*Keywords:* Critical Race Theory, Images and Texts, Learning Climate, Racialized

Students

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### **Executive Summary**

Historically, School Boards' (SB) student population was mainly made up of students who represent the White dominant culture (SB, 2019). According to Reynolds (2015), the region that SB serves' "ethnic origin is increasingly shifting from its more traditional Eurocentric roots to a more globally diverse community composition" (p. 12). Additionally, Statistics Canada (2017) highlights that this region is growing in the amount of people that self-identify as racialized. Racialized people are defined by Canada as those "who are non-Caucasian in race or non-White in colour" (Statistics Canada, 2017). Salle, Zabek, and Meyers (2016) confirmed that specifically racialized "students reported less favorable perceptions of school climate in comparison" (p. 62) to their White counterparts. Although two of SB's strategic goals are to meet the needs of learners and build relationships and create safe, welcoming schools, internal board data reveals that only 6.1 of 10 students at SB rate their learning climates as positive (SB, 2014).

This organizational improvement plan (OIP) applies changes to address issues with images and texts in relation to students' perceptions of their learning climates within SB by connecting a positive learning climate to an authentically inclusive learning climate, where students are represented in images and texts within their classroom. Although texts and images are not the only way to build an inclusive and positive learning climate, representing students' differences related to race is a significant part of creating an inclusive classroom, and images and texts provide a tangible way of creating this representation (Sapon-Shevin, 2010). Through a critical race theoretical lens, issues with the unintentional reinscription of White dominance in texts and images within SB and the effects that this reinscription has on students' perceptions of their learning climates are illuminated. The problem of practice being addressed is how can school resources, such as images and texts, be utilized to better reflect the diversity of SB, specifically racialized students.

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CRT is a concept that challenges the notion that practices within schools such as SB are often “presented as impartial and neutral, applied to all individuals equally without regard to race” (Sleeter, 2017, p. 160). While using a critical race theoretical lens, one can recognize White dominance being unintentionally reinscribed in a variety of texts and images used in SB. Niepel, Brunner, and Preckel (2014) highlight that utilizing a critical race theoretical lens to select images and texts can help to substantially reduce the negative contrast effects that cause disadvantages for racialized students. CRT recognizes, analyzes, and illuminates the notion of White dominance and how it continues to privilege White people (Housee, 2010). Even if a classroom resource attempts to be inclusive, if it is reinscribing White dominance, then it is not authentically inclusive, especially when the student demographic is changing and becoming more racially diverse. An authentically inclusive classroom when critically questioned about race and whose perspectives are included would not reinscribe White dominance, even unintentionally.

Current policies that govern SB do not utilize a critical race theoretical lens and therefore unintentionally reinscribe White dominance. For example, PPM 10: The Approval of Learning Resources does not mention the need to include diverse backgrounds, races, and ethnicities (SB, 2012). White and Fulton (2015) highlight that students in several studies reported that racialized students were voiceless and were not reflected in important conversations, alienated and insignificant. If students were truly learning in a positive learning climate, they would not feel voiceless and alienated; it is no wonder that their experience is not up to par with the desired organizational state. Housee (2010) writes that selecting images and texts through a critical race theoretical lens will help to support board staff to learn the critical thinking skills and the appropriate use of images and texts needed to overcome negative perceptions of learning climates.

Three solutions are required to address the PoP. The first solution is to update policies such as PPM 20: Equitable and Inclusive Education to include a critical race theoretical lens. In order to support students’ perceptions of their learning climates, the second solution is to utilize a

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critical race theoretical lens to thoughtfully provide staff and students with texts and images that represent the new student demographic. This also involves providing staff and students with images and texts that depict counterstories that provide a perspective differing from the dominant cultural point of view. The third solution is to provide teachers and board staff with professional development (PD) opportunities to learn about ways to implement counterstories. This PD will also assist with educating board staff to utilize a critical race theoretical lens to select texts and images that better reflect the growing diversity within SB. The PD opportunities will involve both workshops and interactive classroom observations and will be created from a critical race theoretical lens. The required changes are implemented using Kotter's 8-stage change model and a transformational and behavioural leadership approach.

Through utilizing a plan, do, study, act (PDSA) cycle, pre- and post-*OurSCHOOL* survey results will be utilized to assess the effectiveness of the required organizational changes.

Additionally, observational notes will be used to evaluate if PD opportunities assist in terms of supporting a positive learning climate that does not reinscribe White dominance. Communicating change will be done through Twitter, newsletters, emails and through professional staff development opportunities. The need for change will be framed through a positive light that indicates that as a board, SB is committed to constant improvement and to ensuring that all students have a positive perception of their learning climate, and that as educators, we can make these positive impacts on each student.

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### **Acronyms**

CFL (Causal Feedback Loop)

CRT (Critical Race Theory)

SB (School Board)

GVV (Giving Voice to Values Change Model)

OIP (Organizational Improvement Plan)

PD (Professional Development)

PDSA (Plan-Do-Style-Act Model)

PoP (Problem of Practice)

SSDM (Sterman's Systems Dynamic Model)

### **Chapter 1: Introduction and Problem**

Chapter 1 highlights School Board (SB)'s organizational context and strategic goals. This introductory chapter also introduces the problem of practice (PoP) and presents an overview of the leadership approach used for the organizational change. SB's readiness for change concludes this chapter. The second chapter focuses on completing a critical organizational analysis to examine data gathered in order to select the best process for effective organizational change. Chapter 2 also highlights possible solutions to address the PoP, leadership ethics, and organizational change. The third chapter addresses the implementation, evaluation, and communication of the organizational change process. Through these three chapters, this organizational improvement plan addresses ways that images and texts can be chosen to better reflect the racial diversity within SB.

#### **Organizational Context**

This section of the organizational improvement plan (OIP) highlights SB's mission and strategic goals in order to contextualize SB in relation to the PoP. Additionally, the strategic goals associated with the issues emphasized in this OIP are also discussed in this section. A description of SB's values and organizational structure will be used to illuminate the leadership approach used by this school board. A history of SB as well as the population demographics of the area that SB services will also be briefly described. Finally, the organizational context will illuminate the changing student demographics within SB's schools and the impact that a more diverse student population has on political, social, and cultural contexts.

#### **History.**

Historically, SB's student population was mainly made up of students who represent the White dominant culture, since the first elementary school was in a very homogeneous area in 1840 and was created "as a response to a large influx of settlers" (SB, 2019). For the purposes of this OIP, when referring to the White dominant culture, this OIP is referring to someone who is

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“White skinned; of European origin” (Lexico, 2019, para. 1). Up to twenty years ago, Region X had the smallest visible minority population in the area, with only 8% of citizens within Region X self-identifying with ethnicities defined by the Canadian government as visible minorities (Hemson Consulting Ltd., 2007). Visible minorities or preferably racialized people are defined by Statistics Canada as persons “who are non-Caucasian in race or non-White in colour” (Statistics Canada, 2017). Although there are complexities associated with these definitions, for the purposes of this OIP, these definitions are being employed. In 2001, Region X’s racialized population was only 9% versus 35% in the greater area (Hemson Consulting Ltd., 2007). However, the region that SB serves’ “ethnic origin is increasingly shifting from its more traditional Eurocentric roots to a more globally diverse community composition” (Reynolds, 2015 p. 12). SB services 5 large cities in Province X, which are continuing to dramatically increase in population and diversity (Reynolds, 2015).

Before moving on, it is important to position myself and my racial identity. Although I am classified as someone who is part of the dominant White culture, I always felt that I did not fully belong in that identification because I am darker than others that make up the White dominant culture. Due to this, I have always had a challenging time seeing someone who looked like me represented in images and texts in any context. As a darker-skinned person of European heritage, I have gained an empathetic understanding of both the dominant and nondominant culture, but I recognize my position with being identified by others as a White person. I write this OIP from my position as a darker-skinned person of European heritage.

Although SB was founded as a response to demographics in the area, there are current changing demographics that require attention. According to Statistics Canada, the region that SB is part of is increasing in the number of people that identify as racialized (Statistics Canada, 2017). Although there is no public data that highlights the racial ethnicities of students within SB, according to Statistics Canada in 2011, over 500,000 people identified as racialized in the region

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that SB serves (Statistics Canada, 2017). In 2016, almost 550,000 people identified as racialized in Region X, which is an increase from previous years (Statistics Canada, 2017).

### **Strategic goals.**

SB aspires to accomplish four overarching goals to complete its overall mission (SB, 2019). However, two goals relate to the problem being addressed. The first goal, focusing on meeting the needs of learners, is currently being supported through research and development services at SB who is collecting data on graduation rates, credit accumulation, and comparing the *OurSCHOOL* survey results to the average responses in the province (Strategic Plan 2017-2022, 2017). Additionally, the school services department as well as the senior manager of equity and inclusion at SB are assisting in achieving this goal by providing teaching staff with professional development (PD) opportunities related to meeting the needs of learners (Strategic Plan 2017-2022, 2017). The second strategic goal related to the PoP is to embrace relationships and create and sustain safe, welcoming schools (Strategic Plan 2017-2022, 2017). SB attempts to support this goal through members of SB such as the senior manager of equity and inclusion and the research and development team. This second goal focuses on schools within SB cultivating positive learning climates and ensuring that students feel included (Strategic Plan 2017-2022, 2017).

Learning climates are defined by the Ministry as the learning environment and relationships found within a learning community (School Effectiveness Framework, 2013). According to the Ministry (2013), a positive school and classroom climate “exists when all members of the school community feel safe, included, and accepted” (p. 51). Correspondingly to the Ministry of Education and SB, this OIP makes the connection between a positive learning climate and one where students feel included. When referring to a positive learning climate, this OIP is referring to one that is authentically inclusive, where students are represented without the unintentional reinscription of White dominance. When mentioning “reinscription”, this OIP is referencing the perpetuation and reinforcement of White dominance. This OIP uses the term

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“White dominance” to highlight the notion of subtly or even unintentionally depicting those who represent the White dominant culture as being more positive, more powerful, or more included while unintentionally marginalizing those not part of the White dominant culture.

Within SB’s strategic plan, there are gaps relating to both the strategic goals and the implementation of them. Although at first one may not see the connection, one of the gaps to addressing the goal of creating and sustaining safe welcoming schools relates to library services (Curriculum Services Organizational Chart, 2019). Library and learning materials are part of creating and promoting a welcoming learning climate (Suaysuwan & Kapitzke, 2005). According to board policies that relate to creating safe and welcoming schools such as PPM 20: Equitable and Inclusive Education, “Students must be represented in the curriculum and [must be] heard in the assessment and evaluation” (SB, 2012, p. 3). The application and implementation of this policy is not supported by other policies or school practices within the board. For example, if students are to be represented in the curriculum, then the policy that relates to the selection of learning and library materials (PPM 10) should also incorporate this notion of selecting books and learning materials that include student representation, especially students of racialized backgrounds, since Salle, Zabek, and Meyers (2016) confirmed that racialized students often perceive a more negative learning climate than White students. With the slogan *Accomplishing and Belonging*, it is important that SB supports the growing racial diversity to ensure that all students feel that they are included and that they belong (SB, 2019).

Although there are books that are believed to be inclusive, I often find myself struggling to find library books, stories, and other teaching and library materials that are authentically inclusive and representative of the student demographic in my classroom. When referencing authentic inclusion, I am referring to students being represented in ways that do not even unintentionally reinscribe White dominance. An example of the unintentional reinscription of White dominance is seen on the front wall of SB. On this wall, there is a photo of two boys and a girl, and it is interesting that the White boy is standing in the highest position and has a bright

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light illuminating him. The next is a younger girl who is standing in the first boy's shadow and is literally beneath him. Finally, the third child is a racialized boy who is depicted as a much younger child and is standing on a third step lower than the first two children. The racialized boy is younger and therefore looks less responsible and wise than the older White boy. Even if a classroom or resource attempts to be inclusive, if only demonstrating the White dominant perspective, or if it is only depicting the White culture as superior, then it is not authentically inclusive, especially when the student demographic is changing and becoming more racially diverse. An authentically inclusive resource and classroom, when critically questioned about race and whose perspectives are or are not included, would not reinscribe White dominance, even subtly.

All learning materials for use by schools must be selected under guidelines set out by the Ministry of Education (the Trillium list and Guidelines for Approval of Textbooks) but do not need to include diverse or ethnic representations. There may be good intentions with this Ministry document, since the document states that approved textbooks' "content must be free from racial, ethnocultural, religious, regional, genderrelated, or age-related bias"; however, this is not fully being implemented into SB (Ministry of Education, 2008). Instead of being free of bias, which can be extremely difficult, books should reflect students' unique backgrounds in order to meet the needs of students and create positive, welcoming schools. This policy and many others like it, function from the historical view that "discrimination has all but disappeared, and that most Whites are color blind" (Castle et al., 2019, p. 27). When referencing the term colour blind, this OIP is referring to the disregard for race due to the assumption that racism no longer exists, and thus items, such as images, texts, and policies are presented as neutral and applied to everyone equally, regardless of race (Richards et al., 2018). However, racism through White reinscription is "evident in more sophisticated and subtle [and even unintentional] practices" (Castle et al., 2019, p. 27).



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When referencing texts used in schools, this OIP is referring to any form of written text such as teaching manuals, students storybooks, textbooks, slogans on posters, scripts for plays, or any form of written text, both in person and online. When referencing images, this OIP is referring to visuals such as illustrations in books, promotional images, photographs, decorative materials or any type of visual that students and teachers use in their classrooms and around schools, both online and in person. Issues relating to racial inequities within organizations have typically been addressed in ways that reflect the previous notion of racism that it is few and far between (Castle et al., 2019). This OIP provides a starting point and applies changes to address issues with images and texts in relation to students' perceptions of their learning climates. Although teacher-student relationships, socioeconomic status, and mental health are only some of the additional contributing factors that influence how welcome and included students feel in their classroom, these elements are beyond the scope of this OIP.

### **Organizational structure.**

The organizational structure within SB is set up strategically in the hopes of achieving the overarching goals. The structure of the organization is an arranged hierarchy led by the board of trustees, followed by the director of education who leads the senior staff such as the senior manager of equity and inclusion, superintendents of student success, and the board research officer. In the hopes of achieving the goals in the strategic plan, the senior manager of equity and inclusion reports to the director of education at SB. This position at the board was recently created due to political pressure, low *OurSCHOOL* survey results, and the growing diverse population within SB, which are described in the next section of this OIP.

### **Political context.**

Regarding political pressure, SB is regulated by the provincial government, who announced that they will be collecting and analyzing data on the ethnicity of students and their academic achievement and making this information public (Crawley, 2017). This causes political pressure because SB wants to maintain a positive reputation that can be affected by this data since

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racialized students and parents of racialized students will be able to access this data before deciding on which schools to register their child for (Crawley, 2017). The senior manager of equity and inclusion is responding to this political pressure by currently creating an equity committee at the board and by providing staff with voluntary PD workshops.

### *Policy implications.*

Policies “provide a framework for the operation of the school” (Caldwell & Spinks, 1988, p. 37) and illuminate how the organization functions. Policies also illuminate the values of an organization and where attention is placed because they indicate what is important enough to be mandated throughout the entire organization. Within SB, there is a gap between the values that the policies highlight and the values that the strategic goals focus on. For example, SB’s strategic plan states that the organizational goals are to create and sustain safe, welcoming schools and to meet the needs of learners; however, current policies do not mandate racial inclusivity as highlighted by PPM 10 (Strategic Plan 2017-2022, 2017). Both PPM 10 and this gap are further explained in the Leadership Problem of Practice section of this OIP. Safe and welcoming schools are schools with “curricular and pedagogical practices [that] support diversity and inclusion” (Sapon-Shevin, 2007, p. 9). Therefore, the strategic goals and board policies need to embrace differences and promote inclusivity in order to close the gap between the strategic plan and board policies. Representing students’ differences related to race “are all part of creating an inclusive classroom” (Sapon-Shevin, 2010, p. 90), and images and texts provide a tangible way of creating this representation.

Another political context influencing SB is the *OurSCHOOL* surveys. These surveys are required by the Ministry of Education and used to help gather information about how students, parents, and staff feel about their school climate (SB, School Climate Surveys, 2018). The *OurSCHOOL* survey is completed online and gathers data about students’ feelings towards their schools and their thoughts for improving their school climates. The survey is completely voluntary and anonymous and is completed every two years. The results of these

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surveys are made available to the public. As a publicly funded school, having provincial data made public causes political pressure because SB wants to maintain a positive reputation, which can be affected by this data since according to the *OurSCHOOL* survey results, currently only 6.1 out of 10 students in SB rate the learning climate of their classroom as positive (SB, 2017). The senior manager of equity and inclusion is responding to these political pressures by creating an equity committee at the board and has required each school within the board to have equity lead teachers who create PD opportunities for staff at their respective schools.

### **Social context.**

According to Bannister, Hanson, Maloney, and Dudas (2015), students' perceptions of their learning climates directly relate to their personal and academic development. Abraham and Jacobs (1990) further highlighted that students' perceptions of their classroom climates often influenced their participation and success in higher education. When students perceive their learning climates as positive, this affects students' self-confidence, leadership skills, and cultural awareness (Hurtado, 2005). A positive learning climate "helps students succeed, [and] affects their moral development" (Bannister et al., 2015, p. 1). Authors and researchers Bannister et al., (2015) highlighted several significant factors that directly contribute to students' perceptions of their learning climates. They note that students' perceptions of a positive learning climate increases when students feel welcome, when they are included in their learning, and when they feel respected and supported (Bannister et al., 2015). With student demographics becoming increasingly more diverse within SB, it is tremendously important to consider students from diverse cultural backgrounds and those who identify as racialized when hoping to increase students' perceptions of their learning climates.

### **Cultural context.**

SB's values highlight the importance of collaborating with community, home, and school since the board recognizes that "our success is reflective of the healthy and vibrant partnership of staff, parents, and members of our broader community" (SB, 2019). SB believes in an

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organizational culture that encourages relationships and empowers teachers by providing opportunities to combine expertise and experience with senior board staff, as long as this partnership fits into the overall vision and mission of the board. The mission of SB is to provide a distinctive education by developing individuals who are capable of transforming society (SB, 2019).

Furthermore, this board functions through a servant leadership approach. Servant leadership involves a “natural feeling that one wants to serve, to serve first” (Greenleaf, 2014, p. 20) then lead. As a board that believes in servant leadership and as educators, SB should be serving their students. Servant leaders should provide followers with positive experiences, “which should foster emotional attachment to the organization” (Lapointe & Vandenberghe, 2018, p. 100). This type of leadership encourages “employees to proactively serve and develop their environment” (Lapointe & Vandenberghe, 2018, p. 110). SB takes up a servant leadership approach but fails to enact it because students are not being served when they do not rate their learning climates as positive. Through this type of leadership, leaders should be serving and supporting students, and if students are not feeling positive about their learning climates, changes need to be made to better serve them.

### **Leadership Position and Lens Statement**

This section of the OIP articulates my leadership philosophy and uses literature to underscore the theoretical lens associated with my leadership practice. Additionally, my agency as a change leader is highlighted in this section. The final element of this section connects the leadership theories to the PoP being addressed throughout this OIP.

### **Leadership Philosophy**

I am a radical humanist, who views society as fundamentally oppressive and I believe that educational structures reflect the values of society (Morgan & Burrell, 1979, Evans, Hassard, & Hyde, 2013). I believe that a transformation in educational organizations is necessary because “people unconsciously accept things the way they are, and in doing so, reinforce the [potentially

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harmful] status quo” (Dugan, 2015, p. 25). I believe that the notion of questioning the status quo in order to address issues with “power, in combination with hegemonic social structures results in the marginalization and oppression of those without power” (Merriam & Tisdell, 2016, p. 61). Power in this case refers to naming reality for others by normalizing notions of White dominance (Love, 2004). I believe that it is important for change leaders “to make these dynamics visible so that people can challenge power relations” (Merriam & Tisdell, 2016, p. 61) For instance, Housee (2010) argues that race is a powerful reality that structures people’s lives. As a leader, one cannot ignore the reality and structure of race because just as Ladson-Billings and Tate (1995) argue, racialized people are “voiceless” and not part of the dominant narratives. Ladson-Billings and Tate (1995) explain that voice means “naming one’s own reality” (p. 56) which involves representing and supporting those who are racialized so that they can be part of the dominant narratives.

Since my ontological view of human nature is that reality is socially constructed and interpreted by the individual and through the experience of people (students) living the reality, the structure of race cannot be ignored because it is a reality for racialized people and those who advocate for the values embedded in critical race theory (CRT) (Goles & Hirschheim, 2000). CRT promotes values such as equity, inclusivity, and critical thinking about the dominant reinscription of Whiteness and I believe that the structure of race is not only an issue that pertains to those who are racialized, it is an issue for all those who advocate for the values that CRT promotes. As such, it is fundamental to my beliefs and leadership philosophy to seek to make change through education, to create structures and practices that are more aware of the White reinscription and the potential marginalization of people (Morgan & Burrell, 1979). Due to this fundamental belief, I am drawn to CRT because it recognizes, analyzes, and illuminates the daily reinscription of White dominance and how it continues to privilege White people (Housee, 2010).

### **Critical race theory.**

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CRT will be described in more depth in the framing section of the OIP however it is important to note that the fundamental basis of CRT is the recognition that there are racial inequalities in societal structures that can be brought to light by asking critical questions about whose perspectives are being represented and whose are not (Love, 2004). After conducting several studies, Ladson-Billings and Tate (1995) reported that racialized students were not being represented, not part of important conversations, alienated, and insignificant. CRT can be the “voice of people of color [allowing] for a deep understanding of the education system” (Ladson-Billings & Tate, 1998, p. 14). A central concern of CRT is the “silenced dialogue and the invisibility of racial experience” (Housee, 2010, p. 424). However, the process of naming or giving voice to racialized people interrupts the power of the dominant group to name reality for others; this can happen using CRT (Love, 2004). In education, I believe that the interruption of power can be accomplished through transformational/behavioural leadership, which is described in the latter portion of this section.

Although CRT is selected as the theoretical framework used in this OIP, it is important to note the limitations that exist with this theory. A limitation with CRT is that it puts race at the forefront instead of other contributing factors associated with students’ diverse cultural needs such as language and traditions (Yosso, 2005). However, once the changes highlighted in this OIP are implemented, the next cycle of this change plan might utilize critical or gender theory to support a broader range of students such as looking at gender instead of solely focusing on race. This concept is further elaborated on in the Next Steps and Future Considerations section of this OIP. For the purposes of this OIP and the current student demographic, CRT is selected as the theoretical framework utilized in this OIP because the PoP focuses on the new student demographic within SB, specifically those who are racialized as well as the unintentional reinscription of White dominance through images and texts. Additionally, a critical race theoretical lens helps to illuminate and ask questions about who is being represented and who is not (Ladson-Billings & Tate, 1998).

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### **Connection to problem of practice.**

Although I believe that human nature is not to harm others, harm is often caused unintentionally. A critical race theoretical lens reduces unintentional reinscription of White dominance by viewing “racism [as something that] is so historically intrinsic to the practices” in our society and in “institutions that the absence of racism cannot be assumed” (Richards et al., 2018, p. 276). In other words, although SB may attempt to use images and texts that are inclusive, the intention does not guarantee the intended result or the intended impact. The absence of racism, through White reinscription, cannot be assumed “precisely because it may be embedded within the fabric of those institutions, thus perpetuated in ways that are not always obvious or even intended” (Richards et al., 2018, p. 276). Therefore, assuming that unintentional White dominance does not play a role within the images and texts at SB should not occur, since according to CRT, policies and resources (such as images and texts) are often presented as neutral without regard to race or other demographic identities even though they can subtly and intentionally reinscribe White dominance (Sleeter, 2017). Even subtle and unintentional reinscriptions have a negative impact on students, especially those from racialized backgrounds (Richards et al., 2018). The Leadership Problem of Practice section of this OIP elaborates on and addresses these elements.

Moreover, culturally relevant and responsive pedagogy (CRRP) highlights issues of the intended result versus the intended impact, and although this pedagogy aligns with some of the concepts described in this OIP, this OIP does not specifically utilize CRRP. Although this OIP and CRRP both center around CRT, this OIP focuses on utilizing a critical race theoretical lens to recognize and avoid the unintentional reinscription of White dominance, in order to more authentically represent racialized students in images and texts within SB. However, Fairbanks, Cooper, Webb, and Masterson, (2017) claim that CRRP is defined in ways that remind teachers that they cannot “dismiss the learning that students bring with them to the teaching-learning environment” (p. 460) and attempts to connect learning content to each students’ own experiences and understandings. Guerrero, Shahnazarian, and Brown (2017) write that CRRP is about

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“teaching practices that are both relevant to students’ cultures and responsive to their needs” (p. 1) and although this is important in order to support students, this OIP focuses on the reinscription of White dominance in classrooms such as images and texts and the effects that this has on building a positive learning climate for racialized students. Since studies indicate many teachers “interpreted CRRP differently and thus has gone in a different direction with this pedagogy” (Sharma, 2013, p. 244), this OIP attempts to simplify this pedagogy by focusing on critically looking at images and texts in the hopes of moving beyond superficial practices that have become the prevalent approach to CRRP in schools (Guerrero, Shahnazarian, & Brown, 2017). Hinnant-Crawford (2019) notes that there is a “failure to translate these great pedagogical strategies to common practice [and this is] one of the main challenges faced by the fields” (p. 4) of inclusive education. Therefore, this OIP does not specifically utilize CRRP, although these concepts in this OIP and CRRP have similarities.

### **Considerations of leadership theories.**

Transformative leadership was considered as a possible leadership approach for this OIP. However, transformative leadership “looks beyond the organization itself” (Shield, 2012, p. 21) and focuses on the broader purposes of education such as preparing students to be able to support the global community. Therefore, transformative leadership goes beyond the scope of this OIP and beyond the scope of my agency. This OIP specifically focuses on students’ perceptions of their learning climates and does not go beyond the organization since it looks at classroom resources such as images and texts. Shield (2012) argues that “transformative leaders are not only concerned with what happens within their schoolhouse walls, but with what happens within the wider local, national, and global communities as well” (p. 22). As an educator, I do not have the agency to tackle issues to address the wider local, national, and global communities.

After completing a stakeholder analysis, it is evident that stakeholders within SB are concerned with school effectiveness and data results such as the *OurSCHOOL* surveys that are utilized for the board’s strategic plans. Shields (2012) compares transformative leadership to



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transformational leadership and highlights that a key difference is associated with transformational leaders' focus on school improvement and developing a common purpose. This OIP is anchored in school improvement initiatives such as the *OurSCHOOL* survey. The *OurSCHOOL* survey also creates a common purpose for stakeholders to work towards which, as Shields (2012) describes, is evident to transformational leaders. The *OurSCHOOL* survey results can be used to create a common purpose since the results of the survey need to be addressed, especially when indicating negative results. Shield's (2012) comparison of transformative leadership and transformational leadership confirms the rationale for utilizing transformational leadership in this OIP. The rationale for utilizing a transformational leadership approach is further explained in the next section.

### **Transformational Leadership Theory**

Based on my belief that society is fundamentally oppressive, I believe that a transformation, through education, is required. Burns-Redell, Wilkins, Henning, and Lopez (2013) highlight that transformational leaders, as the name suggests, believe in transformations, constant growth, and improvements. Transformational leaders believe in a growth mindset and in the importance of motivating and encouraging staff and their creative ideas (Burns-Redell et al., 2013). Transformational leaders succeed in raising staff to a greater awareness about issues of consequence (Bass et al., 1985). The transformation that is required is the awareness of the consequence of maintaining the status quo along with the consequence of not questioning or analyzing the potential White reinscription in posters and texts utilized in education. According to Burns-Redell et al., (2013), the transformational approach creates considerable change within organizations. Transformational leaders help to make change by being genuine about the transformation and anchoring change into perceptions, values, and aspirations of employees by keeping employees motivated and engaged, and by providing employees with a powerful and inspiring vision to work towards (Burns-Redell et al., 2013).

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There are four main tenets of transformational leadership including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2005). Idealized influence involves the notion of leaders serving as role models (Bass & Riggio, 2005). The notion of serving as role models is further described below when discussing behavioural leadership. This tenet focuses on the need for leaders to act in ways that encourage followers to respect and trust them (Bass & Riggio, 2005). Inspirational motivation involves a leader's use of enthusiasm to build team spirit to motivate and inspire others by making change meaningful, yet challenging, to followers (Bass & Riggio, 2005). The third tenet, intellectual stimulation, encourages followers to be creative and analytical (Bass & Riggio, 2005). In relation to the PoP, intellectual stimulation comes from the ability to question the status quo and utilize a critical race theoretical lens to critically examine texts and images to identify who is, or who is not, being represented. Bass and Riggio (2008) highlight that analytical challenges, along with individual support and consideration, will also help with motivating followers. This is further described in the Leadership Approaches to Change section of the OIP. Finally, the fourth tenet, individualized consideration, involves paying special attention to each followers' needs and supporting each follower to reach their potential through mentorship (Bass & Riggio, 2005).

Since transformational leadership is one of the leadership theories selected to address the PoP, it is important to address the limitations associated with this leadership theory. A criticism of transformational leadership is that it views leadership as a personality trait or personal predisposition rather than a behaviour that people can learn (Bryman, 1992). According to Northouse (2015), behavioural leadership assists with addressing this limitation since "Based on behavioral approach, leaders can assess their actions and determine how they may want to change to improve their leadership behaviors" (p. 81).

Burns-Redell et al., (2013) identify that effective leaders demonstrate strategic areas of behaviour that is "something beyond" transformational leadership. I believe that the "something beyond" is what behavioural leadership adds to transformational leadership. According to Mosley

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(1998) to develop and implement change in an authentically inclusive “organization, leaders may best succeed by taking a behavioral approach” (p. 45). This approach to leadership is “suggested as being useful especially in the implementation of diversity initiatives in today's and tomorrow's organizations” (Mosley, 1998, p. 38) because it utilizes relationship-related behaviours as well as task-related behaviours which will support racialized students. Relationship behaviours inspire leaders to have empathy, compassion, and to listen to the perspectives of racialized students, however, task-related behaviours help to balance this leadership approach (Mosley, 1998). Task-related behaviours “facilitate goal accomplishment” (Northouse, 2015, p. 72) and lay out goal objectives for organizational members through acts such as defining role responsibilities and scheduling work activities. Behavioural leadership balances task-related and relationship-related behaviours to create a stronger plan that views problems from a variety of perspectives.

Behavioural leadership is defined as an approach that focuses entirely on how leaders conduct themselves (Northouse, 2015). As a teacher and employee of SB, I have been able to observe the organizational culture and its members and believe that implementing this leadership method will propel and support change within SB. Through my observations, members of this organization view teachers, who are essentially leaders in the classroom, as role models for students. According to Aceves, Hinshaw, Mendoza-Denton, and Page-Gould, (2010) students can be influenced by their teacher’s actions. Therefore, teachers should model behaviours that they would like to instill in their students. Maylor (2009) highlights that students adopt “the behaviours of those they see modelled” (p. 7). This directly relates to senior leaders at SB because the same concept is applied to the various leadership levels at the board. Leaders within SB need to model the desired behaviours that they would like to instill in the staff members of SB (Northouse, 2015). For example, behavioural leaders can model how to ask questions about, and look critically at, all forms of images and texts (such as textbooks and other teaching and learning resources) in order to recognize whose perspectives are, or are not, being represented. The tenets of transformational leadership are foundational to this organizational change, however the balance

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between relationship and task-oriented behaviours, as highlighted by behavioural leadership approaches, are required for transformation to occur.

### **Agency.**

I have gained agency to address this PoP by collaborating with the senior manager of equity and inclusion to address issues relating to equity, diversity, and inclusion. As previously mentioned, SB believes in an educational culture that embraces collaboration, and partnership (SB, 2019). In keeping with this belief in partnerships, the senior manager of equity and inclusion has provided me with the authority to work alongside her for many board initiatives. SB empowers teachers, such as me, by providing opportunities to combine expertise and experience with senior board staff if this partnership fits into the overall vision and mission of the board. Moreover, the senior manager of equity and inclusion has invited me to join the equity committee at SB. This equity committee is still in the beginning stages of its development but will consist of highly respected board and teaching staff who are passionate about equity and inclusivity in classrooms and school climates. This committee strongly relates to Kotter's second stage of the change process which is further described in the Framework for Leading the Change Process section of this OIP. Once fully formed, the committee will meet to discuss any issues relating to policies and inclusivity on an as-needed basis.

As an equity lead teacher, mental health lead, and member of the equity committee at SB, I am in a leading role in improving the learning climate in classrooms and schools for all students within SB. I am on a school improvement team that looks at initiatives such as the *OurSCHOOL* survey, which illuminates the issue that many students in grade 7-12 do not rate their classrooms as being a positive learning climate (SB, 2014). In addition to creating and facilitating board level PD, as an equity lead and mental health lead teacher, I have the agency to influence staff members at their respective schools, through creating and leading equity and inclusion workshops to assist with building positive learning climates for staff and students.

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Through my roles at SB, I have the agency to create change that is in alignment with the board's overall mission. Transformation is needed, through a critical race theoretical lens, because it focuses on questioning and critically looking at education through the lens of those voices not included in the White dominant culture. This is required at SB due to the *OurSCHOOL* survey results and the growing diverse student population. The connection between the White dominant culture and the *OurSCHOOL* survey results is made through Salle, Zabek, and Meyers's (2016) article that confirms that racialized students perceive a more negative climate than their White peers. Additionally, Tucker's (2015) study highlights that students in the study mentioned feeling upset and angry when asked about how the items in their classrooms made them feel and how there was a lack of different racial representations within schools (Tucker, 2015). The notion of transforming society through a radical humanist approach connects to my belief in CRT as a mode to entice others to critically think about the status quo and the privileges that are ingrained in it. Due to my leadership philosophy and fundamental beliefs, I believe in the transformational leadership theory and use the behavioural leadership approach and CRT to help guide my leadership practice.

### **Leadership Problem of Practice**

Based on my personal observations, current images and texts used within SB unintentionally reinscribe the dominance of Whiteness in day-to-day discursive practices. White reinscription is illuminated by real-life school-based experiences. In the first example, in an attempt to depict diverse norms on their website, SB uses pictures with several hands piled on top of each other to symbolize solidarity and diversity, and although there are different races represented in this photo, there is a more dominant White hand that is overriding the other hands. The last hand (on the bottom of the pile) seems to be that of a racialized student. On top and more dominant is the White hand. Although SB attempts to represent diversity by utilizing students that represent diverse races, according to Suaysuwan and Kapitzke (2005), images, such as these, are unintentionally reinscribing White dominance. Liu and Pechenkina (2016) anchor these

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observations in literature when they identify how “visuals suffusing the everyday embodied materiality of organizations normalized the marginalization of people of colour and reinforced the dominance of Whiteness” (p. 196). These subtle, and even unintentional, reinscriptions of White dominance occur daily “sending a constant reminder that... [those who are racialized] are undervalued and disregarded” (Estrada, 2017, p. 13). The unintentional reinscription of White dominance, through images and texts, are part of a “daily experience for many people who are members of marginalized groups” (Wintner, Almeida, & Hamilton-Mason, 2017, p. 594).

The reinscription of White dominance occurs in texts and in images within SB so often that in my personal experience, has been viewed as trivial, think of terms such as Blacklisted or Black sheep. Another example of current images and texts that reinforce the dominance of Whiteness is demonstrated in one of the most diverse-seeming teaching and learning resources which is commonly used at SB to educate students about feelings, puberty, relationships and challenges and suggestions to help students with these feelings. However, while looking at this resource I realized that the issues that students experience are very different when the illustrations depict a racialized person versus when the illustrations depict a White person. For example, when highlighting issues of puberty and emotional challenges that students might have, when depicting a student named “Michael” the student in this resource was faced with being “orderly and self-disciplined” and was also challenged with the issue of being a “perfectionist”. Meanwhile the student named Sajeev is depicted as being more rebellious and ripping up his work because his issue that he is challenged with is that he is not offered opportunities to practice making decisions for himself as well as not learning how to handle disagreements in a respectful way. Michael is the only student represented in the illustrations as a student who lives with both his parents. Not to mention that although there are images of people who are racialized within this resource, most times the photos of White students and their families are depicted in the front and center photograph meanwhile the racialized families are depicted literally beneath their dominant cultural peers. There is a page in this 200-page student resource that does place racialized families

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in the front and center of the page. This page is about poverty, homelessness, orphans, and starvation. Those who represent the White dominant culture are depicted at the bottom left side of the page and are wearing matching bold red shirts that say “volunteer”, as the heroes to help with the social justice concerns depicted in the rest of the page. In this 10-photo collage page, not one person who needs charity is someone from the White dominant culture. I chose to reference this resource because this is one of the resources that is commendably trying to include diverse racial representation, but its attempt is unintentionally reinscribing White dominance. Imagine what it must be like to live your daily life, day in and day out, with these “demeaning racial images, insults, and invalidations hurtled at you” (Sue, 2010, p. 148) in the form of posters and texts in your own school and classrooms.

SB’s strategic plan says that the organization wants to create safe, welcoming schools that meets the needs of learners however, having policies (such as PPM 10: The Approval of Learning Resources) that avoid the discussion of race, will not mandate and ensure that this strategic goal is accomplished (Strategic Plan 2017-2022, 2017). In order to avoid the notion of White reinscription, policies such as PPM 10 should move beyond the assumption that unintentional racism does not occur since it may be entrenched within the foundation of organizations, thus reproduced in ways that are subtle and unintentional (Richards et al., 2018). The assumption that racism is absent is demonstrated in board policies such as PPM 10 because it does not mandate the need to include diverse backgrounds, races, and ethnicities when selecting books used in schools within SB (SB, 2012).

Assuming that unintentional White dominance does not play a role within the images and texts at SB should not occur, since according to CRT, school policies, practices, and materials are often presented as neutral without regard to race or other demographic identities even though they can subtly and intentionally be racist (Sleeter, 2017). This highlights a misalignment between SB’s strategic plan and the lack of policy implementation to address this issue. Even subtle and unintentional reinscriptions of White dominance has a negative impact on students, especially

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those from racialized backgrounds (Richards et al., 2018). Even though SB includes “welcoming schools” as a goal in the strategic plan, clearly, based on these examples of images and texts within SB, this goal is not attained to the fullest extent (Strategic Plan 2017-2022, 2017).

The parent response to the *OurSCHOOL* survey illuminate the same issue that many students in grade 7-12 do not rate their classrooms as having a positive learning climate since about 70% of parents who pull their children out of schools within SB, do so because of issues relating to emotions, belonging, and learning climate needs that are not being met (SB, Parent Satisfaction Survey, 2019 and SB, 2014). Current literature suggests that images and texts have an impact on these feelings of belonging and learning climate needs since images and texts “transmit overt and covert societal values, [and] assumptions” (Ndura, 2004, p. 143) which strongly affects the way students feel. Additionally, Suaysuwan and Kapitzke (2005) write that students not only learn subject matter from texts used in schools, “but they also acquire values, interests, and knowledge that form desires, habits, and identities” (p. 79), which is why examining texts and images used in schools is so important when looking at positive learning climates. Images and texts have a large impact on students because, just as Liu and Pechenkina (2016) highlight, there are subtle and insidious ways that visuals “reinforce the dominance of Whiteness in organisations” (p. 187).

Solorzano, Ceja, and Yosso, (2000) confirm that subtle racial reinscriptions similar to the reinscriptions that occur through images and texts within SB, have negative effects on racialized students’ perceptions of their learning climates. However, through a critical race theoretical lens and through the examination of texts and images used in SB, this interruption of the reinforcement of White dominance advances 2 of SB’s 4 strategic goals: meeting the needs of learners and creating safe, welcoming schools (Strategic Plan 2017-2022, 2017). Abraham and Jacobs (1990) highlight that students’ perceptions of their classroom climates often influence their participation and success in higher education.



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Since Watkins and Aber's (2009) study also confirms that racialized students perceive their learning climates as more negative than their White counterparts which affects their personal and academic development, the PoP hopes to change the negative impact that current and imminent images and texts (both in print and online) have on students' perceptions of their learning climates. The PoP being addressed is how can classroom resources, such as images and texts, be chosen to better reflect the diversity of SB and in particular racialized students?

### **Framing the Problem of Practice**

This section of the OIP will frame the PoP using CRT, recent literature, internal board data, and an examination of political factors as it relates to students within SB. A deeper explanation of CRT will be addressed in this section. A critical race theoretical lens helps frame the PoP since one of its goals is to transform "structural and cultural aspects of education that maintain subordinate and dominant racial positions in and out of the classroom" (Solórzano & Yosso, 2002, p. 25) such as images and texts. This section of the OIP will also situate the PoP in the broader political frame by looking at policies and other political pressures that directly connect to the problem being addressed. The next element that will be addressed in this section is relevant internal data, since board results highlight issues from staff, students, and parents of students that relate to issues regarding students' perceptions of their learning climates.

### **Theoretical approach.**

CRT "directs attention to the ways in which structural arrangements inhibit and disadvantage some more than others in our society" (Trevino, Harris, & Wallace, 2008, p. 8). A critical race theoretical lens functions from the notion that race is socially constructed and whether intentional or unintentional, the social construction of race maintains the interests of the White dominant culture (Solorzano, Ceja & Yosso, 2000). CRT challenges the notion that policies and practices are often "presented as impartial and neutral, applied to all individuals equally without regard to race or other demographic identities" (Sleeter, 2017, p. 160). CRT sheds light on the notion that neutrality does not exist, and that society currently functions through the White

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dominant perspective. This OIP argues that current texts and images within SB also function from this notion of neutrality and colour blindness. CRT values the notion of sharing experiences and stories from multiple perspectives to counter notions of neutrality since “dominant ideologies and knowledge systems based on White worldviews deny or mask racism” (Sleeter, 2017, p. 162). Liu and Pechenkina (2016) promote the connection between using a critical race theoretical lens to identify the ways in which White dominance “is produced through the embodied materiality [such as images and texts] of organisations” (p.187). CRT hopes to interrupt this majority dominant story and provide racialized people with an opportunity to be part of the main story. Through a critical race theoretical lens, one can “identify various structures and processes that perpetuate Whiteness but are so normalized that they are usually taken for granted” (Sleeter, 2017, p. 163) such as images and texts. CRT values counterstories which are alternative or opposing narratives that challenge the dominant culture (Housee, 2010). These stories are not limited to stories, they can also be visuals and experiences that provide people with a point of view other than the dominant perspective (Housee, 2010). Examples of counterstories are described in the sections below.

### **Current literature.**

It is evident in several studies that a significantly greater proportion of racialized students view their learning climate as negative compared to their White peers (Ranklin & Reason, 2005). Meanwhile, “a significantly greater proportion of White students view the [same] campus climate as friendly, and respectful” (Ranklin & Reason, 2005, p. 52). bell hooks (2010) highlights that items such as texts and images in students’ learning climates directly contribute to racialized students feeling “confined and limited” (p. 144) in their classrooms. Although Solorzano, Ceja, and Yosso, (2000) confirm that subtle racial reinscriptions similar to the reinscriptions that occur through images and texts within SB, have negative effects on racialized students’ perceptions of their learning climates and there is a plethora of data that highlights that racialized students perceive a more negative learning climate than their White peers, there appears to be little-to-no

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research that concludes one definite rationale for this. For example, Salle, Zabek, and Meyers (2016)'s study confirmed that specifically racialized "students reported less favorable perceptions of school climate in comparison" (p. 62) to their White counterparts, yet research is lacking in this area to address what specifically causes this gap between racialized students and White students and their different experiences and perceptions of their learning climates. Furthermore, Koth, Bradshaw, and Leaf (2008) also found that racialized students tend to report negative perceptions of school climates, but their findings also do not clearly capture why racialized students perceive a more negative learning climate than their White peers. Koth, Bradshaw, and Leaf (2008) write that "Future research should examine these factors more specifically as possible predictors of school climate that may help target individual interventions more effectively" (Koth et al., 2008, p. 102) such as images and texts.

Although the future consideration of examining images and texts is a need that has not yet been examined when looking at racialized students perceptions of their learning climates, Niepel, Brunner, and Preckel (2014) highlight that more inclusive strategies, such as utilizing a critical race theoretical lens to select images and texts, can help to substantially reduce the negative contrast effects that cause disadvantages for racialized students. Since current literature highlights that racialized students do not perceive their learning climates the way their White peers do, White and Fulton (2005) suggest that leaders of educational organizations examine the learning climate "in which students are expected to learn and promote an environment of inclusivity" (p. 174) in order to address these issues. They conclude that advancements in the area should focus on concepts of systematic bias as well as implicit bias such as the notion of White dominance being reinscribed in texts and images (White & Fulton, 2015). This is important because DiAngelo (2018) highlights that "Even when race is not explicitly discussed, children internalize both implicit and explicit messages about it from their [learning] environment" (p. 84).

bell hooks (2010) states that current books, and the visuals used in them, impact racialized groups' self-concept and their perceptions of their learning climates, since she states

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that “Black boys are often portrayed [in books] in ways that limit and confine their bodies, their selves” (hooks, 2010, p. 144). However, through using a critical race theoretical lens, “Books helped young adults decolonize their minds” (hooks, 2010, p. 141) and challenge White reinscription. Although teacher-student relationships, socioeconomic status, and mental health are only some of the additional contributing factors that influence how positive students feel in their classroom, this OIP provides a starting point and applies changes to address issues with images and texts in relation to students’ perceptions of their learning climates.

### **Political frame.**

The PoP is influenced by political factors and policies within SB. According to board policy, PPM 10: The Approval of Learning Resources, a committee decides which resources are acceptable for use in the classroom (SB, 2012). Before a textbook gets approved, according to this policy, a variety of stakeholders such as a teacher from the appropriate division, a principal, a trustee, a librarian, a parent, a religion and family life consultant and superintendent of curriculum services need to examine and approve the textbooks, yet there is no mention of a member of any type of equity committee or someone who represents any member of a racialized group (SB, 2012). Currently, looking at the committee members within the list mentioned above, all members represent the dominant White culture.

The process for which texts are examined and selected is completed by the stakeholders mentioned above and must fit within the Ministry guidelines. PPM 10 does not specifically mention anything relating to issues of equity and inclusion (SB, 2012). However, it does reference the Ministry guidelines for approving a textbook which attempts to be more inclusive when it writes, “The content must be free from racial, ethnocultural, religious, regional, gender related, or age-related bias; bias based on disability, sexual orientation, socioeconomic background, occupation, political affiliation, or membership in a specific group; and bias by omission” (Ministry, 2008, p. 8). Since the need to address provincial policies is beyond my agency, I only highlight provincial policies to compare them to SB’s policies and SB’s gaps. For example, this

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provincial policy and board policy PPM 10 have a large impact on the decisions relating to the PoP since they dictate how learning resources are selected and approved, yet both policies do not embrace racial diversity and inclusivity. I suggest that representatives from an equity committee be included in the approval process, but I also suggest that the language utilized in board policies (PPM 10, PPM 20, and V 10) need to be updated to embrace students diverse backgrounds. This can be done through utilising a critical race theoretical lens when updating and revising policies since CRT asks critical questions and looks specifically and analytically at word choice and other representations that ensure a more inclusive approach (Housee, 2010).

Additionally, board policy: PPM 20: Equitable and Inclusive Education attempts to be inclusive when it states, “Students must be represented in the curriculum and [must be] heard in the assessment and evaluation” (SB, 2012, p. 3). This board policy also does not specifically state the need to embrace racial diversity when attempting to mandate “equitable and inclusive education” at SB. When searching for policies relating to the creation and approval of images by SB, the closest board policy concerning this area is policy number V-10: Photography and Advertisements (SB, 2019). According to this policy, all materials for distribution will keep within SB’s mission and governing values (SB, 2019). There is no mention of inclusion, equity, diversity or anything that supports the growing diverse demographic of SB. When creating policies, it is important to consider whose voices are, and are not, included since “education policy and practice must be designed to promote the goal of creating the most equitable system of education possible” (Delaney, 2017, p. 79) yet there is very little, if any, reference to embracing and including a variety of diversity in these teaching and learning resources. I argue that these policies function from a colour-blind perspective when they do not mandate and specifically state the need to embrace diversity and reflect students’ racial backgrounds. Policies should embrace race, culture, and religious perspectives instead of being “free” from bias. The notion of being “free” from bias is extremely difficult and functions from the historical “colour-blind” perspective.

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### **Relevant internal data.**

The *OurSCHOOL* survey results highlight a gap between what the results are highlighting and what the strategic goals are attempting to accomplish (Strategic Plan 2017-2022, 2017). The *OurSCHOOL* surveys are completed online by a variety of internal stakeholders such as students, parents, and board staff members and provide students in grades 4 through 12 the option to give their opinion on how they feel in their schools. Fifty-one schools within SB participated in this survey with a total of 20,681 students (SB, 2014). These surveys are completed by SB biannually as an ongoing tool to monitor inclusivity programs used in the classroom, school, and board. *The Learning Bar* has developed this survey to assess perceptions of inclusivity, safety, and positive school climate (SB, 2014). The data suggests that only 6.1 out of 10 students in SB rate the learning climate of their classroom as positive (SB, 2017). Although these concepts are elaborated on in the Leadership-Focused Vision for Change, it is important to note that 70% of parents who pull their children out of schools within SB, do so because of issues relating to emotions, belonging, and climate needs not being met (SB, Parent Satisfaction Survey, 2019). Even staff responses to the *OurSCHOOL* survey illuminate issues with negative learning climates (SB, 2018). Learning climates are defined by the Ministry as the learning environment and relationships found within a learning community (School Effectiveness Framework, 2013). However, a positive school climate is defined by the Ministry as a climate where all members of the community feel safe and included; yet the *OurSCHOOL* survey completed by students, parents, and staff highlight an issue relating to students' perceptions of their learning climates (SB, 2014). Only 65% of respondents (board and teaching staff) believe that staff members treat all students equitably, which also correlates to the PoP since it affects the overall learning climate for students (SB, 2014). This indicates a need to improve learning climates so that they better reflect the diversity within SB, particularly racialized students.

### **Professional development.**

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Currently, SB provides two forms of PD that relate to equity and inclusion. Both are organized by the senior manager of equity and inclusion. The goal of the first form is to gather one teacher from each school within the board. This teacher is coined the “equity lead teacher” who is the person responsible for facilitating the annual PD day at their respective schools. The second PD opportunity is a 3-session voluntary learning opportunity. These voluntary sessions are structured similarly to the first PD, but they include a broader variety of topics such as Indigenous studies, Islamophobia, sharing the statistics about the growing student demographic and so forth. Staff are responsible for voluntarily signing up for these evening sessions.

As many educators have families or are already taking additional classes, as lifelong learners, the evening, and the voluntary aspect associated with these PD sessions make the sessions difficult to attend. Additionally, the notion that these PD sessions are voluntary, points to a lack of importance since most of the mandatory sessions and the day-time sessions are associated with literacy and numeracy supports for students. Also, the current PD sessions do not focus on the notions highlighted by CRT and the ways to question classroom resources such as texts and images, even though current PD has been described as educating staff about culturally relevant and responsive pedagogy.

Furthermore, current PD opportunities unintentionally reinscribe White dominance, even when the intention is to educate staff on being fair and equitable in their teaching practices. This notion is further described, using visuals, in the Leadership-Focused Vision for Change. As previously mentioned, the provincial government will be collecting data relating to the ethnicities of students and making this information public (Crawley, 2017). With this political pressure, the growing student demographic, the *OurSCHOOL* survey results, PD relating to equity and inclusion should be mandatory for staff to address some of these concerns. PD is not currently targeted at improving students’ perceptions of their learning climates. Through utilizing a critical race theoretical lens, PD would not only avoid the “colour-blind” view of White reinscription, but

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also educate others about this reinscription in an attempt to better support racialized students' perceptions of their learning climates (Housee, 2010).

### **Connecting to texts used at SB.**

While using a critical race theoretical lens, one can recognize White dominance being reinscribed within a variety of textbooks and images used in SB. This is significant because it may have a substantial impact on racialized students' perceptions of their learning climates. According to Abraham and Jacobs (1990), negative perceptions of learning climates influence student's participation in college/university and their eventual success or failure in higher education. Additionally, Fraser, Welch, and Walberg (1986), analyze and evaluate a large data collection from the National Assessment of Educational Progress. Through this large database they found that students' perceptions of their learning climates were a strong predictor of both achievement and overall attitude towards education (Fraser, Welch, & Walberg, 1986). Thus, educators and "policymakers must be concerned about student attitudes and perceptions, and they must be knowledgeable about the factors" (Abraham, & Jacobs, 1990, p. 3) that may influence students' perceptions such as images and texts.

As an equity lead teacher and transformational/behavioural leader, I believe in transformation and in leading through modelling behaviours that I would like to instill in others. Before selecting texts used in the classroom, I often search and analyze student textbooks in the hopes that the language and visuals used are racially inclusive. Sadly, I often find issues relating to race. For instance, several pages within the current grade 2 math resource depict White students as professors, scientists, or leaders of some sort. These visuals depict White students in active roles with inventive materials in their hands ready to build, measure, or conduct a study. Meanwhile, racialized students are depicted in passive ways and they appear to be uncertain, confused, or unsure about a topic. For example, this math resource depicts racialized students unsurely staring at the active tools (rulers, measuring tape, building blocks etc.) in the measuring unit. Racialized students are depicted with their hands on their chins, leaning downward with



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eyebrows illustrated downward to depict a dislike, seeming very unsure and confused. One might argue that I am being too critical of this book, however, this is one quick example illustrated in one grade, in one unit, of one student resource. One can only imagine how often these reinscriptions occur over the years in a variety of other texts and images used throughout a student's educational career. As a member of the school improvement team and as the equity lead teacher, the effects that these constant reinscriptions of White dominance has on racialized students' perceptions of their learning climates is concerning.

CRT addresses the issue of finding books and other materials that represent racial inclusion, without the reinscription of White dominance, through the use of counterstories. For example, a teacher can read a story from Christopher Columbus' perspective, and then read a counterstory that tells the same story from an Indigenous perspective. Counterstories allow students to understand that there are multiple perspectives to stories and provides students with the critical thinking skills to draw their own conclusions based on both the dominant and the counterstory. Counterstories serve as a tool "for exposing, analyzing, and challenging the majoritarian stories of racial privilege" (Love, 2004, p. 232) that are often reinscribed in images and texts. Through naming racialized experiences, counterstories provide "a language that counters the meta-narratives – the images, preconceptions, and myths. . . [that] have been propagated by the dominant culture of hegemonic Whiteness" (Trevino, Harris, & Wallace, 2008, p. 8) as a way of maintaining racial inequality. Incorporating this notion of counterstories into the process for selecting and approving books would help to make change within SB more affordable and practical since it does not involve replacing the current books at SB. This element is further elaborated on in the Possible Solutions to Address the Problem of Practice section of this OIP.

### **Connecting to images within SB.**

Since I believe in modelling behaviours in order to create transformation, I also use a critical race theoretical lens to analyze images and other illustrations utilized within SB. To keep SB unrecognizable, the images are described instead of included as a figure within this OIP. In

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my recent experience teaching social studies, I discovered that students believe that Indigenous people were something from the past and no longer exist, even though there are Indigenous students who are part of the school community. After looking at the images in the textbooks approved by the Ministry and used by SB, I quickly understood why students were not aware that Indigenous peoples are not people from only a past lifetime. Whenever an Indigenous person was depicted or written about in these textbooks, it was from a historical perspective. For the purposes of keeping publishers and authors anonymous, these books will only be described.

When I have facilitated staff PD sessions, I have heard staff members mention that there were racial issues with the older social studies text, but the newly updated edition is much more inclusive because of items such as placing an Indigenous person on the cover. The cover of the newly purchased and most updated edition of this resource depicts an Indigenous person working outside and gathering natural materials, in traditional Indigenous clothing and traditional jewelry which can be harmless on its own, however, all subsequent pages that depict an Indigenous person, does so in a very stereotypical way. On another page within this text, an Indigenous mother and her baby in the 1700s are depicted. The visual is black and white, and depicts the lady wearing traditional clothing, including fur, feathers, moccasins, carrying a traditional drum while carrying her child on her back. The child is also wearing a traditional feather headdress. Another depiction of “diversity” and Indigenous peoples is seen in another page of this student textbook that demonstrates a variety of ethnicities and races surrounding an inclusivity prayer for students. The photographs on this page depict Indigenous people again, but this time in the winter being carried by snow dogs, while also wearing fur coats and snowshoes. Although the intention might be a good one, to highlight diversity and differences, all these depictions demonstrate only one view and one perspective of Indigenous people: them in stereotypical settings and only in stereotypical traditional clothing and participating in stereotypical activities. I believe that students thought that Indigenous people were something from the past and no longer exist because only one depiction or one dominant view of Indigenous peoples are being depicted throughout the

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texts used within SB. Although this example focuses on Indigenous studies, the issue lies in the notion that images and texts need to be analyzed through a critical race theoretical lens so that the diverse students within SB can see themselves reflected in these learning resources beyond the stereotypical and historical ways that are currently being presented. Although one could argue that these depictions of Indigenous people are accurate and harmless, these images confine and limit racialized students so that they are unable to see themselves beyond these parameters (hooks, 2010).

Another example of this is when Black students are only depicted in texts and images that depict historical images of slavery (hooks, 2009). hooks (2009) argues that depicting historical or stereotypical images such as these are “intended to socialize us to internalize racial self-hatred” (p. 143). She argues that a change needs to occur in order to “change negative perceptions of our being and our behavior” (hooks, 2009, p. 101). As a transformational / behavioural leader who believes that one should model the behaviours that they would like to instill in others, I believe in the significance of utilizing “images that portray us as we are and as we want to be” (hooks, 2009, p. 143) in powerful and non-stereotypical roles so that students can see positive representations of themselves in their classrooms. According to DeLoache, Cassidy and Carpenter (1987), the only strategy that will succeed in reducing the reinscription of the dominant culture in young children's picture books is to represent racialized characters “in a wider variety of nonstereotyped roles” (p.176).

This section of the OIP has framed the PoP using recent literature, internal board data, an examination of political factors, and CRT. The next section of the OIP provides guiding questions that also emerge from examining the PoP. These potential factors influence the main problem and highlights challenges that emerge from the problem being addressed.

### **Guiding Questions Emerging from the Problem of Practice**

There are 3 guiding questions that emerge from the PoP. The PoP hopes to change the negative impact that current and imminent images and texts have on students' perceptions of their

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learning climates. The PoP asks, how can classroom resources, such as images and texts, be chosen to better reflect the diversity of SB and in particular racialized students? The guiding questions emerging from the PoP relate to board policies, PD opportunities, and images and texts.

SB's strategic plan states that two organizational goals are to create and sustain safe, welcoming schools and to meet the needs of learners. As highlighted in the Framing section of this OIP, even with a growing racially diverse student population, current policies do not mandate racial inclusivity as highlighted by PPM 10 (Strategic Plan 2017-2022, 2017). Therefore, the first guiding question asks, how can policies support SB's strategic goals and ensure the new student demographic perceives a positive learning climate? As previously mentioned, policies such as V-10, PPM 10, and PPM 20 do not specifically state the need to embrace racial diversity. As highlighted earlier, although they may intend to, these policies currently do not fully support and embrace the racial diversity of students. Therefore, the answer to this question will help to support SB's strategic plan while supporting racialized students and ways of ensuring racial representation, through images and texts, in their learning climates.

The second guiding question is, how can PD opportunities provide support for teachers to teach in ways that ensure that students perceive a positive learning climate? Katz, Dack, and Malloy (2018) write about the importance of "teachers [needing] to learn what they need to learn, so that teachers in turn can create the conditions for students to learn what they need to learn" (p. ix). According to the PoP, the conditions that teachers need to create, is a positive learning climate for students, especially those from racialized backgrounds. This question is important to answer because as a transformational/behavioural leader, this PD can assist with discovering innovative yet practical ways of creating a positive learning climate for racialized students, while individually supporting teachers. This question highlights the need to provide PD opportunities on topics such as CRT and counterstories in the hopes of creating positive learning climates for racialized students. A necessary extension of this question is, how can PD opportunities ensure that staff are motivated and committed to improving students' perceptions of their learning

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climates? The willingness and effectiveness of change is “dependent upon the degree to which someone understands the change and his or her commitment towards the change” (Cawsey et al., 2016, p. 203). As a transformational/ behavioural leader who believes in motivating and inspiring followers, this question is important to consider in order to ensure that staff are committed, motivated, and supported while creating positive learning climates for students.

A final emerging question is, how can the current classroom resources, such as images and texts, be utilized to assist with creating positive learning climates for all students? This emerging question further complicates the PoP since the student demographic can continue to change within SB. This question creates an added challenge when attempting to represent the racial diversity of students within SB through texts and images because it is difficult to reflect a (potentially constant) changing student demographic. The answer to this question should help to support ways that images and texts could be utilized to increase the positive learning climate for all students on a long-term and consistent basis, regardless of what the student body will look like in the future.

### **Leadership-Focused Vision for Change**

The vision for change will be described in this section of the OIP. The vision for change is created through highlighting the gap between the current and the desired organizational state. This gap is analyzed through a critical race theoretical lens. As a transformational/ behavioural leader who is concerned with organizational effectiveness, the envisioned future organizational state will improve the situation for organizational factors such as the *OurSCHOOL* survey results, which is also described in this section. The improved social factors and change drivers will also be identified.

#### **Gap analysis.**

The current organizational state intends to be inclusive but unintentionally reinscribes White dominance through classroom resources such as images and texts. Liu and Pechenkina (2016) highlight that images and texts are examples of the subtle ways that visuals reinforce the

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dominance of Whiteness within organizations. As described in the Framing section of this OIP, the current process for which texts are examined and chosen is completed by a variety of stakeholders, such as a teacher from the appropriate division, a principal, a trustee, a librarian, a religion consultant and superintendent of curriculum services (SB, 2012). These stakeholders need to examine and approve the textbooks based on Ministry guidelines and the Trillium list requirements (SB, 2012). Yet, according to SB's current process, there is no mention of a member of any type of equity committee or someone who represents any member of a racialized group in the selecting and approving process.

Additionally, current policies that govern SB, although connected to SB's mission and vision, do not utilize a critical race theoretical lens, and therefore currently do not include the voices of those that are not part of the dominant culture (White & Fulton, 2015). White and Fulton (2015) suggest that alternative perspectives, such as utilizing a critical race theoretical approach, can be the voice of racialized people (White & Fulton, 2015). In their integrative review, several students reported that racialized students were voiceless, not part of important conversations, withdrawn, and irrelevant (White & Fulton, 2015). An example of a current policy that does not utilize a critical race theoretical lens is PPM 10, The Approval of Learning Resources. This policy currently does not embrace racial inclusivity when selecting texts and resources that students are exposed to. This policy functions from "a color blind" perspective that views policies as neutral and applied to all equally (Castle et al., 2019). Policies such as PPM 10: The Approval of Learning Resources, PPM 20: Equitable and Inclusive Education, and V 10: Photography and Advertisements, should include a critical race theoretical lens when revising and updating policies, in order to better support all students within SB, particular racialized students. As previously mentioned, this means that the wording within these policies needs to be revised to avoid the unintentional reinscription of White dominance and avoid the colour-blind element associated with the current policies and instead, embrace diversity.

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Even when the intention is to educate staff on being fair and equitable in their teaching practices, current PD opportunities unintentionally reinscribe White dominance. For example, an image was used at a recent PD session to educate SB staff about the importance of focusing on equity instead of on equality (see Figure 1). Without the use of a critical race theoretical lens, this image may seem harmless and provides an example of the importance of equitability when providing support for students. When looking at this image through a critical race theoretical lens, although the intention is a good one, the impact of this image and other images used throughout this PD session, unintentionally reinscribe White dominance. For example, this image (Figure 1) that depicts only the White dominant culture was selected as the best image to educate staff about equity versus equality which hooks would argue, confines racialized people so that they cannot see themselves represented in either equity or equality (2010). Even though the PD was about CRRP, there is still no representation of racialized people here.

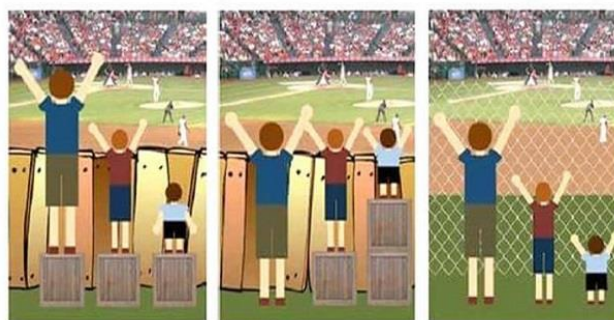


Figure 1- Equity versus Equality. Valbrun, V. (2018, July 5). Equity vs. Equality: Eliminating Opportunity Gaps in Education. Retrieved March 1, 2020, from

<http://www.theinclusionsolution.me/equity-vs-equality-eliminating-opportunity-gaps-education/>

A final gap highlighted in the current organizational state is that the *OurSCHOOL* survey results illuminate the issue that many students within SB do not rate their learning climates as positive. As a transformational/ behavioural leader who is concerned with social effectiveness and providing followers with a common goal to work towards, the *OurSCHOOL* survey is utilized to create the common goal and motivate followers to move towards the envisioned future state of

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SB. The envisioned future organizational state of SB is that a critical race theoretical lens is utilized to select classroom resources, such as images and texts that better reflect the diversity of SB, in particular, racialized students.

### **Improved social and organizational factors.**

Through the envisioned organizational state, social factors such as increasing students' perceptions of their learning climates are improved. A study created by Glass (2012) highlights a direct correlation between positive learning climates and a need to include classroom elements that reflect students' racial diversity. For example, Glass (2012) writes about the importance of a classroom and school climate "reflecting one's own cultural heritage [since it is] ...strongly associated with perceptions of a supportive campus climate" (p. 246). Through her examination of texts and images, some of which are used by SB, Ndura (2004) reveals that textbooks are full of biases that negatively influence students' perceptions of their learning climates, especially those from racialized backgrounds. CRT addresses utilizing images and texts that represent racial inclusion, without the reinscription of White dominance, through the use of counterstories. Kelly (2017) highlights that through CRT and utilizing counterstories, teachers let students know that their opinion matters, and their experience is recognized which may help to increase students' perceptions of their learning climates. Counterstories help to "validate them [students], learn how we need to change in response to the stories they tell us, and encourage them in turning their counterstories" (Kelly, 2017, p. 50).

The improved social factors also contribute to an improvement in organizational factors. If students perceive a more positive learning climate, this would be reflected in the *OurSCHOOL* survey results. The organizational factors that will be improved is that more than 6.1 out of 10 students will rate their learning climates as positive. As a transformational/ behavioural leader who is concerned about school effectiveness, the *OurSCHOOL* survey results directly correlate to school effectiveness since these survey results are used to assist with strategic planning.

### **Change drivers.**



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The envisioned future organizational state of SB is that a critical race theoretical lens is utilized to select classroom resources, such as images and texts, that better reflect the diversity of SB in particular racialized students. As a transformational/ behavioural leader who balances relationship-oriented behaviours with task-oriented behaviours, this envisioned future state will be constructed by utilizing both types of behaviours in order to collaborate with organizational change drivers and motivate followers.

As an equity lead teacher and member of the school improvement team, I am working with the senior manager of equity and inclusion because she provides me with the agency to work on many board initiatives, such as creating PD for teachers throughout the board. Through arranging PD opportunities, the senior manager of equity and inclusion will be able to help with spreading a sense of urgency throughout the board since she has the agency to gather teachers and board staff together. This sense of urgency will assist with ensuring that changes are made to ensure that a critical race theoretical lens is utilized to select classroom resources, such as images and texts that better reflect the diversity of SB in particular racialized students since creating a sense of urgency is fundamental to Kotter's first stage in his change model (Kotter, 2012). Although Kotter's 8-stage change model is further described in Chapter 2, a sense of urgency can be created by highlighting the political pressures that impact the PoP. For example, regarding political pressure, SB is regulated by the provincial government, who announced that they will be collecting and analyzing data on the ethnicity of students and their academic achievement and making this information public (Crawley, 2017). Furthermore, the senior manager of equity and inclusion is a change driver because she is currently creating an equity committee, which will also be a change driver to support the future organizational state. The equity committee directly correlates to Kotter's second stage, creating a guiding coalition (Kotter, 2012). The senior manager of equity and inclusion is incredibly supportive of initiatives that support racialized students within SB and is responsible for organizing PD opportunities that provide guidance for

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staff to learn about ways of supporting racialized students through topics such as equity, diversity, and inclusion.

The senior manager of equity and inclusion can also contribute to providing me with the agency to discuss issues about policies since she directly responds to the director of education. Policy is a change driver because it mandates change relating to the envisioned organizational state. Policies such as PPM 10: The Approval of Learning Resources and V 10: Photography and Advertisements drive change because they have a large impact on the decisions relating to the PoP, since they dictate how learning resources are selected and approved. Correspondingly, through modelling behaviours that reflect a critical race theoretical lens, the equity committee will be an influential driver for change. The committee will work on driving this change through updating board policies that relate to this PoP.

### **Conclusion.**

The vision for change was created by highlighting the gap between the current and the desired organizational state within SB. The envisioned future organizational state of SB is that a critical race theoretical lens is utilized to select classroom resources, such as images and texts that better reflect the diversity of SB in particular racialized students. As described in this section of the OIP, this envisioned future organizational state will improve the situation for social and organizational factors such as the *OurSCHOOL* survey results. This section of the OIP also described how the envisioned future organizational state will be constructed in collaboration with change drivers within SB such as the senior manager of equity and inclusion.

### **Organizational Change Readiness**

Top leaders such as the director of education at SB and the senior manager of equity and inclusion are committed to the change. As highlighted in the Organizational Context section of this OIP, this position at the board was recently created due to political pressure, low *OurSCHOOL* survey results, and the growing diverse population within SB. This demonstrates organizational readiness because it highlights that leaders at SB are visibly committed to the

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change. This new position at SB has begun to provide PD workshops for teachers and other board staff related to equity and inclusion.

The senior manager of equity and inclusion has begun to provide PD workshops for teachers and other board staff regarding topics such as Indigenous studies, Islamophobia, and is also sharing the statistics about the new student demographic. These workshops have been fully booked by teachers, librarians, and administrators for months. This growing interest demonstrates that there is a willingness and openness to learn ways to better support racialized students. Although there are issues with the current PD, as previously described in the Leadership-Focused Vision for Change section of this OIP, the fact that internal stakeholders (teachers, school social workers, and the manager of library services) are signing up show that people are ready and willing.

Furthermore, several internal stakeholders, such as the senior manager of equity and inclusion and teachers within SB are dissatisfied with the current organizational state related to classroom inclusivity and thus, a lack of positive classroom climates for racialized students (SB, 2019). This dissatisfaction is made apparent through the numerous requests, from students and teachers, to begin school clubs that address issues of inclusion and equity, in the hopes of supporting students who are not part of the dominant culture. For example, during a recent equity and inclusion PD, several teachers highlighted that changes need to be made in order to support the growing student demographic at SB. The “dissatisfaction of status quo from senior managers is certainly very helpful in advancing” (Cawsey et al., 2016, p. 105) the readiness for change. The teachers who voluntarily signed up for the PD sessions demonstrate that there is a common appreciation and willingness to learn about ways to increase the positive environment in classrooms by ensuring that all students feel included in their learning climates.

### **External and internal forces shaping change.**

Government policies are external forces that shape organizational change. For example, images and texts that are used by schools must be selected under the guidelines set out by the

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Ministry of Education, the Trillium list and the Guidelines for Approval of Textbooks. The Trillium list is an official document that contains the titles of textbooks approved by the minister of education for use in Province X schools. Therefore, the selection of texts allowed for use in the classroom are governed by trustees and Ministry guidelines that can make it difficult to implement change, not only relating to images and texts, but also to policy. Additionally, relating to the provincial government, SB has very little data relating to the ethnicities and racial backgrounds of students; however, they will begin collecting and analyzing this data in the next five years in an attempt to improve school achievement. The tool that the provincial government will put in place to collect data about student ethnicities encourages stakeholders to be committed and ready for the required changes because, as a publicly funded educational institution, the board wants to be represented in a positive and inclusive light. Therefore, the provincial government shapes the changes highlighted in this OIP because the collection of data that will be collected in 2023, creates an urgency relating to texts and images used within SB that can increase the positive learning climate for all students, especially those from racialized backgrounds.

Internally, stakeholders who shape change are those who “are directly or indirectly affected by change” (Cawsey, 2016, p. 101). These stakeholders are the senior manager of equity and inclusion, teachers, students, parents, administrators, librarians, and the manager of printing and promotional images. Since these internal stakeholder’s shape change, it is important to measure the need for change through assessing internal stakeholder perspectives and reasons for supporting or resisting change (Cawsey, 2016). School climate surveys, such as the *OurSCHOOL* survey, assess perceptions of a positive school climate from a variety of internal stakeholders’ such as students, parents, and board staff. The *OurSCHOOL* survey is an internal force shaping change because this survey currently indicates the need and the readiness for change relating to students’ view of their classroom climates (SB, 2014). These surveys are completed by SB biannually as an ongoing tool to monitor the need and the readiness for school programs used in the classrooms, schools, and boards.

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### **Available tools to assess change readiness.**

Parent responses to the *OurSCHOOL* survey highlight reasons that parents consider leaving the board. The responses reveal that a great deal of parents who pull their children out of schools within SB, do so because of issues relating to emotions, belonging, and climate needs that are not being met (SB, Parent Satisfaction Survey, 2019). This reinforces the dissatisfaction of the current organizational state that demonstrates that parents are also highlighting a readiness for change. Staff also highlight a dissatisfaction and a readiness for change when they responded to the *OurSCHOOL* survey and highlighted that many board and teaching staff do not believe that staff members treat all students equitably, which also correlates to the PoP since it affects the overall learning climate for students (SB, 2014). Although the *OurSCHOOL* survey is one available tool that assesses the change readiness, the Critical Organizational Analysis section of this OIP elaborates on how the findings of these surveys are utilized to highlight not only the readiness for change, but the required changes.

### **Conclusion.**

Chapter 1 highlighted the context and vision of SB that requires change and introduced the problem of practice being addressed. This introductory chapter presented an overview of the leadership approaches used for the organizational change. Chapter 1 also discussed SB's readiness for change, which is further analyzed in a critical organizational analysis in Chapter 2. The framework for leading the change process and possible solutions for addressing this PoP will be described in the following chapter.

## **Chapter 2: Planning and Development**

This chapter will describe 5 key elements relating to this OIP. The chosen leadership approach that will propel change forward is discussed in the first portion of this chapter followed by the framework for leading change and the change process which will indicate how change will be created within SB. A critical organizational analysis will be provided in this chapter to diagnose the needed changes within SB. Possible solutions to address the PoP and leadership ethics are described at the final sections of this chapter.

### **Leadership Approach to Change**

This section of the OIP highlights the transformational/ behavioural leadership approach and the ways that this leadership approach will be used to propel change in relation to the PoP. Transformational leadership is foundational to this organizational change, however the balance between relationship and task-oriented behaviours, as highlighted by behavioural leadership approaches, are required for transformation to occur. The PoP hopes to change the negative impact that current and imminent images and texts (both in print and online) have on learning climates for students. It highlights how classroom resources, such as images and texts, can be chosen to better reflect the diversity of SB. The institutional leadership practices within SB will change to achieve the new vision and preferred organizational state, this is described in the latter part of this section.

#### **Propelling change through transformational/ behavioural leadership.**

Transformational/ behavioural leadership will propel change forward through the balance of task-oriented and relationship-oriented behaviours and through the four main tenets of transformational leadership including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2005). Through the first tenet, idealized influence, and through modelling the behaviours that one would like to instill into organizational members, transformational/ behavioural leaders propel change. According to Bass and Riggio (2005), transformational leaders need to behave in ways that allow them to serve as

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role models since leaders are admired, trusted, and respected. For transformational leaders to be viewed by others as trusted and respected, leaders can manage their behaviors through utilizing behavioural leadership when “organizing antecedents and consequences of behavior” (Mosely, 1998, p. 42). Mosley (1998) highlights that antecedents are the “preceding events that might stimulate behavior” (p. 42), while consequences are the outcomes that occur due to the behaviours enacted. Since “Behavior followed by positive consequences will strengthen the behavior and lead to an increase in its subsequent frequency” (Mosley, 1998, p. 46), a transformational/ behavioural leader can propel change by positively highlighting desired behaviours. This notion of highlighting desired behaviour is consistent with Kotter’s (2012) 8-stage change model which highlights the importance of celebrating short-term wins. Transformational/ behavioural leaders can propel change by creating positive associations connected with the desired behaviours. For example, as an equity committee member I can create a Twitter account, which is one of the main means of communication that SB currently uses, to highlight short-term wins through highlighting the desired behaviours such as when librarians begin ordering counterstories.

The second tenet of transformational leadership is inspirational motivation and involves a leader’s use of enthusiasm to build team spirit to motivate and inspire others by making change meaningful, yet challenging, to followers (Bass & Riggio, 2005). This type of leadership approach helps to guide followers towards working together to not only achieve goals, but to surpass goals by raising their sense of efficacy and purpose (Burns, 2007). Since research indicates “classroom observation is a significant tool for their professional development as it motivates teachers [and board staff] to update their teaching practices regularly” (Alshehri, 2019, p. 63), PD opportunities, involving classroom observations, will be provided to help build inspirational motivation. PD opportunities will also assist transformational/behavioural leaders to propel change by providing analytical challenges in order to intellectually stimulate followers while motivating and providing individualized consideration (Bass & Riggio, 2008). In relation to this PoP, challenges and intellectual stimulation comes from the ability to question the status quo;

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more specifically, question why the current classroom resources such as images and texts are being utilized in their classrooms. Questioning the status quo can be done by analytically utilizing a critical race theoretical lens. For example, analytically utilizing a critical race theoretical lens can be done through PD opportunities that will educate staff about using a critical race theoretical lens when choosing texts and images used in classrooms. This PD involves modelling ways to ask questions about, and critically examining all forms of images and texts in order to recognize whose voices are, or are not, being heard.

The third tenet, intellectual stimulation, encourages followers to be creative and analytical (Bass & Riggio, 2005). In relation to the PoP, intellectual stimulation comes from the ability to question the status quo and analytically utilize a critical race theoretical lens to critically examine texts and images to identify who is, and who is not, being represented. Through the third tenet, and through modelling the behaviours that one would like to instill into organizational members, transformational/ behavioural leadership propels change by modelling ways to apply a critical race theoretical lens to texts and images. According to the behavioural leadership approach, this will influence subordinate staff members to mimic the observed behaviours (Mosely, 1998). Through PD opportunities and through demonstrating day-to-day behaviours, leaders can model ways to function from a critical race theoretical lens. For example, as an equity committee member I can model ways to ask critical questions about current images that are posted around schools and classrooms within SB. Bass and Riggio (2008) highlight that analytical challenges, along with individual support and consideration, will also help with motivating followers.

Finally, the fourth tenet, individualized consideration, involves paying special attention to each follower's needs and supporting each follower to reach their potential, through mentorship (Bass & Riggio, 2005). In order to propel change, transformational/ behavioural leaders need to provide support and need to consider the individual needs of organizational members. For example, as an equity committee member, I can create a specific email account where staff can contact the equity committee with any questions or challenges with regards to the changes being



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implemented. Equity committee members are there to support their journey through this change. Furthermore, equity committee members will utilize task-oriented behaviours, as highlighted by behavioural leadership, to create checklists that will be utilized by organizational staff members as a starting point to support staff in their journey of critically examining texts and images used in their learning climates. These checklists will provide individual support to assist in the transition and implementation of changes. Chapter 3 provides more information about these checklists. These checklists are effective because they can provide “concrete and easy to follow” (Kaweski, 2011, p. 147) steps that will assist with the implementation of the changes.

### **A shift in current organizational leadership principles**

As previously mentioned in the Organizational Context section of this OIP, SB currently functions from a servant leadership approach. Servant leaders focus on the need to serve others and in this case as educators, servant leadership focuses on serving students. Through this type of leadership approach leaders should be serving and supporting students. Students are reporting feeling negatively about their learning climates therefore change needs to be made in order to serve them better. Servant leadership includes an idealistic foundational element, serving, which is similar to behavioural leadership in that it focuses on relationship-related behaviours. However, servant leadership is lacking the balance between relationship-related behaviours and task-oriented behaviours. “While advocating an altruistic approach to leadership is commendable, it has a utopian ring because it conflicts with individual autonomy and other principles of leadership such as directing, concern for production, goal setting, and creating a vision,” (Northouse, 2016, p. 241) which highlights that there is a need to be a shift from servant leadership to the more balanced leadership; behavioural approach. One cannot fully serve students when focusing on relationship-oriented behaviours alone. A balance between relationship-oriented behaviours and task-related behaviours are necessary. As an equity lead teacher, my position creates this balance by completing tasks that are required to address the PoP, such as completing the checklists described above, and building relationship with those such as the senior manager of equity and

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inclusion. This relationship is necessary to help build my agency and apply the implemented changes (described in Chapter 3) at the board level. As an equity lead teacher and member of the equity committee, the balance between task-oriented and relationship behaviours are utilized in order to address how classroom resources, such as images and texts can be chosen to better reflect the diversity of SB and in particular racialized students.

### **Framework for Leading the Change Process**

Before implementing change, it is important to analyze and compare change models so that the most effective approach is carefully selected for the organizational change. Many models were considered such as Mary Gentile's change model, Giving Voice to Values (GVV), which was considered because of its focus on providing people with a voice. Ladson-Billings and Tate (1995) explain that voice means "naming one's own reality" (p. 56) which is an important element associated with supporting racialized students. However, due to its misalignment with CRT, its inability to change current practices within SB, and because it fails to consider the complexity associated with issues surrounding sensitive topics such as race, GVV was not selected as the change model for this OIP. Kotter's 8-stage change model was ultimately selected as the chosen organizational change model, the reasons are described in this section of the OIP.

#### **Type of organizational change.**

Nadler and Tushman (1989) define reactive changes as those that occur in response to a specific series of events. There are three specific events that have occurred within SB which result in needing the organizational change highlighted by the PoP. First, the changes highlighted in this OIP are created to respond to internal data (the *OurSCHOOL* survey results) that highlight the issue that many students do not rate their learning climates as positive. The second event that has occurred relating to the need for change is the increasing racial diversity in the student demographic. Lastly, an external event that impacts SB is the province's request to gather data about the ethnicities of students and their academic achievement.

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These three events can be utilized to create a sense of urgency throughout SB since SB wants to maintain a positive reputation which can be affected by these events. For example, since the provincial government will be collecting and analyzing data on the ethnicity of students and their academic achievement and making this information public, SB's reputation is at stake since racialized students and parents of racialized students will be able to access this data before deciding on which schools to register their child for. As previously mentioned, this is one of the reasons that the senior manager of equity and inclusion's position was created: political pressure, low *OurSCHOOL* survey results, and the growing diverse population within SB. Although these events can be utilized to create a sense of urgency, currently, the notion that the province will be collecting data is not well known or discussed throughout the organizational members within SB.

Moreover, incremental changes are described by Nadler and Tushman (1989) as changes that are required but can be implemented "without altering an organization's basic management processes" (p. 196). Although there are strategic elements associated with changes, this OIP focuses more so on tweaking components of the current organization. For example, simple revisions to the wording used within current board policies is an example of an incremental change. Since this OIP focuses on incremental changes that are necessary because of external factors (as described above), Nadler and Tushman (1989) identify this change as being an "adaption" since "adaption is an incremental change that is made in response to external events" (p. 196). According to Nadler and Tushman (1989), the suggested organizational change is reactive, incremental, and adaptive. This type of change is complementary to the transformational/behavioural leadership approach because as Carter, Armenakis, Feild, and Mossholder's (2013) study concluded, "Our results suggest that lower level managers should be transformational during continuous incremental organizational change" (p. 955). Their study also underscores "the importance of [transformational leaders to focus on] relationship quality in the midst of continuous incremental change" (Carter, Armenakis, Feild, & Mossholder, 2013, p. 954) which

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directly correlates to the behavioural leadership approach when demonstrating behavioural leadership.

### **Organizational change model considerations.**

GVV was considered as a possible model for this organizational change because of its focus on providing people with voice. However, GVV was not selected as the change model for this OIP because of its misalignment with CRT. Additionally, GVV does not allow a transformational/ behavioural leader to change the current practices within SB in order to achieve the envisioned organizational state because it fails to consider the complexity associated with the PoP and the issues surrounding sensitive topics such as race.

There is a misalignment with CRT and GVV. GVV advocates for people who have countervailing values meanwhile CRT advocates for voices that are not being heard (Arce & Gentile, 2015). According to Ladson-Billings and Tate (1995) voice refers to one's ability to name their "own reality" (p. 56) and validating their own lived experiences in relation to the dominant culture. CRT advocates for those whose voices are not heard and does so through counterstories, which can be done in storybooks and other more subtle ways that do not place people in vulnerable positions (Love, 2004). However, according to Edwards and Kirkham (2014), GVV advocates for "the implementation of personal core values rather than moral rules and analysis" (p. 483). Due to its focus on voicing personal core values, GVV does not take into consideration the complexity of the problem which is embedded within an issue surrounding race.

Since SB is made up of a very homogeneous staff which further complicates the issue, GVV would not enable a transformational/ behavioural leader to arrive at the desired organizational state because although everyone's voice is important, this organizational change is about utilizing a critical race theoretical lens to select classroom resources, such as images and texts that better reflect the diversity of SB, not about voicing personal values. Since the PoP involves the delicate topic of race, the change model utilized to address the PoP needs to consider the complexity associated with this topic. For example, GVV has the potential to place people in

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vulnerable positions to voice concerns which could further marginalize them since there is no way of controlling other peoples' reactions and responses to those voices and an absence of safe spaces to explore and voice ones' feelings means racialized people "will essentially learn not to trust their own voices" (Bernard, 2002, p. 244). Since there is a possibility that GVV can place racialized people in situations where their "feelings are disparaged, they may learn to deny or underplay their feelings" (Bernard, 2002, p. 244) which goes against the goals of this OIP. For these reasons, GVV, although a valuable change model, is not effective for this PoP.

### **CRT and Kotter's 8-stage change process.**

A critical race theoretical lens can be applied to Kotter's (2012) change model to enhance each of the 8 stages. For instance, Kotter's (2012) first stage is creating a sense of urgency and a critical race theoretical lens supports this stage since it helps to build that urgency. Through a critical race theoretical lens, the recognition of White dominance is more evident, and this helps to build a sense of urgency because it demonstrates that White reinscription occurs through images and texts used in SB. A critical race theoretical lens helps to heighten the urgency since it causes an issue within SB as it goes against what the strategic goals hope for (Strategic Plan 2017-2022, 2017). As a transformational/ behavioural leader who believes in inspirational motivation, the recognition of White reinscription and the sense of urgency helps to enhance followers' inspirational motivation so that, through a critical race theoretical lens, they have a deeper understanding of the issues embedded in this PoP.

Kotter's second stage, creating a guiding coalition, is also supported through a critical race theoretical lens because as a transformational/ behavioural leader who believes in developing a common purpose for followers, a critical race theoretical lens helps to provide that common purpose. As mentioned in Chapter 1, Shields (2012) compares transformative leadership to transformational leadership and highlights that a key difference is associated with transformational leaders' focus on school improvement and developing a common purpose and though utilizing a critical race theoretical approach, organizational members can work towards the

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common purpose of questioning and analyzing potential White reinscriptions in images and texts within SB and the effects that these inscriptions might have on students' perceptions of their learning climates. Through a critical race theoretical lens, the common purpose can be created through the equity committee who can utilize this lens to spread awareness of the consequence of maintaining the status quo among organizational members. The awareness of issues relating to White dominance can be spread among other organizational members through the equity committee and through PD opportunities led by the equity committee. The awareness of White reinscription not only helps to build urgency, it helps to spread the understanding of issues pertaining to White reinscription. This spread of awareness helps to gather people in support of the cause of selecting classroom resources, such as images and texts, that better reflect the diversity of SB. Although these are only the first two stages, a transformational/ behavioural leader can utilize a critical race theoretical lens in Kotter's (2012) change model to enhance each of the 8 stages in order to support the PoP.

### **Kotter's 8-stage change model.**

The required changes within SB, such as policy revisions and PD changes, naturally coincide with Kotter's 8-stage change model. For example, Kotter's (2012) first step of the change model is to create a sense of urgency to evoke change. As previously mentioned, since the provincial government will begin collecting and analyzing data on the ethnicity of students, there is an ideal opportunity to build this sense of urgency because this requirement from the Ministry forces SB to address issues relating to race within the organization. This sense of urgency can be further created in relation to this PoP, not only because the province will be collecting data and making it public, but also because the reinscription of White dominance is an issue that needs to be addressed. Students should feel that their learning climates are positive. As the student demographic is becoming increasingly more racially diverse, this sense of urgency is heightened since racialized students often perceive a more negative learning climate than their peers (Salle,

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Zabek, & Meyers, 2016). Kotter's (2012) 8-stages naturally coincide with the needs, readiness, and problem addressed within SB and the 8-stages are depicted in Figure 2.



Figure 2: Kotter's 8- Stages. Adapted from Kotter, J. (2012). *Leading change*. Boston, Mass: Harvard Business Review Press.

During this first step in Kotter's change process, transformational/ behavioural leaders are required to focus on task-related behaviours such as utilizing the *OurSCHOOL* data, student demographic data, and the political pressures to create a sense of urgency and to gain buy-in from stakeholders. As Bass et al., (2008) write, task-oriented behaviours are best utilized for introducing new ideas and motivating organizational members' achievement of goals by highlighting data and setting objectives such as an increase in the *OurSCHOOL* survey results. Rutherford (1984) also found that when attempting to implement new programs, successful educational leaders are ones that demonstrate high task-related behaviours.

Since the senior manager of equity and inclusion is already beginning to create an equity committee with SB, Kotter's second stage, creating a guiding coalition, is a natural match for SB. As a transformational/ behavioural leader, I will use relationship-oriented behaviours to further connect with the senior manager of equity and those who are passionate about equity and

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inclusion and are consistently volunteering to join the various equity and inclusive sessions that are currently being provided. Additionally, due to the required changes within SB, such as policy revisions, Kotter's second stage is also necessary. The second step of Kotter's change process is to create a guiding committee of people who lead visions and departments, similar to the equity committee that is currently being created within SB (Kotter, 2012). This committee will drive change relating to the implementation of PD and will assist with advocating for policy revisions. The people within this committee should be influential people within SB who know that change is necessary and who are passionate about issues relating to the PoP and CRT (Kotter, 2012). The committee will also include people at all levels of SB such as senior managers, consultants, administrators, librarians, and classroom teachers. Once the committee is formed, as a transformational/ behavioural leader, I will use both relationship and task-oriented behaviours to empower the committee to focus on planning and creating the mission and vision of this change.

Developing a vision for change is the third step in Kotter's change model. This step provides members with a dream or an "inspiring future" to work towards (Kotter, 2012). This vision should be one that motivates others to be on board with this change. As a transformational/ behavioural leader, I recognize the importance of keeping stakeholders motivated and engaged. The powerful and inspiring vision to work towards, as created by the equity committee, will keep stakeholders engaged and motivated (Burns-Redell et al., 2013). In relation to this PoP, the vision is about inclusivity and ensuring that each student perceives their learning climates as positive. This inspiring future values equality and embraces everyone for their individual differences. The inspiring future celebrates each other's uniqueness.

Kotter's fourth stage is to communicate the change in ways that "capture the hearts and minds of most employees by communicating through multiple channels" (Cawsey et al., 2016, p. 48). This step naturally links to SB and CRT. A critical race theoretical lens values perspective taking and providing those who do not make up the dominant culture with a recognized opinion. Communicating through multiple channels encourages dialogue and provides more opportunities



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for followers as well as stakeholders, such as parents and students, to share feedback. Also, multiple ways of communicating supports notions highlighted by CRT because it provides an opportunity to differentiate communication based on the needs, ability levels, and preferences of the new and growing diverse student population. For example, some stakeholders, including parents of students, might value face-to-face communication, while others value online forms and with a growing diverse student population, there are often cultural differences affecting one's preference for communicating. Trumbull (2001) highlights that some cultures and families value face-to-face communication as being more cordial and appropriate, while other cultures view written correspondence from schools as invasive, and even potentially insulting.

SB already uses several forms of communication that is easy to access and use by stakeholders such as Twitter, email, and online newsletters. These various forms of communication require high relationship-related behaviours from transformational/ behavioural leaders in order to impactfully communicate change. Relationship-related behaviours also assist with gaining feedback regarding the ways that members prefer to receive information. Additionally, in order to communicate in ways that “capture the hearts and minds of most employees” (Northouse, 2016, p. 48) feedback is also required so that leaders can gain insight into what matters to them. This feedback is valuable because it can be used by leaders to influence and inspire stakeholders to continue to be committed to the change. Although SB utilizes several communication forms, face-to-face communication with community members (such as parents and family of students) is a gap that will be addressed in Chapter 3. Relationship-oriented behaviours connect back to the use of communication strategies to communicate change and frame the change in a positive light. Furthermore, these various forms of communication will also assist in highlighting short-term wins, which is described in Chapter 3.

Empowering employees and removing barriers is one of the main tenets of transformational / behavioural leadership and it is also the fifth step of Kotter's change model. This stage involves moving people away from being recipients of change to becoming change

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agents who are part of this change process. This is similar to CRT's value of empowering people, especially those whose voices are often not included. This stage encourages members to embrace the vision for change so that they feel that they are part of the decisions relating to the changes and will "support, rather than block, the change" (Cawsey et al., 2016, p. 48). This fifth stage will be completed through PD opportunities, stakeholder feedback, highlighting internal data and through highlighting current relevant literature relating to the PoP. Feedback will be utilized to adapt the PD opportunities based on the decisions, requests, and challenges highlighted by the followers, which is further described in Chapter 3. Transformational/ behavioural leadership encourages individual consideration which can be provided in this stage by providing those who require extra support in the implementation of the change with encouragement and support. Professional development sessions will occur several times a year to support anyone who needs extra help. Equity committee members will also make school visits to anyone who requests support to implement these changes.

The sixth step generates short-term wins that keep members motivated and inspired (Kotter, 2012). In relation to this PoP, this sixth step is important in building momentum for change since it helps organizational members to recognize that progress is being made which is important, especially when tackling issues relating to race, as it is easy to get overwhelmed or to lose hope that change will happen or that one has the power to make change. As a transformational/behavioural leader who believes in inspiring and motivating followers and modelling desired behaviours, teachers and board staff that are mimicking and modelling the desired behaviours will be publicly recognized in order to highlight the desired modelled behaviour through various forms of communication. For example, since positive reinforcement increases the probability that the desired behaviors will continue, teachers and board staff who are supporting and meeting the goals set out by this change plan will be highlighted in the newsletter bulletin as well as on Twitter as positive reinforcement (Rogers, 2018). This helps to

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“reinforce the behavior that is close to the desired behavior, then raise the criteria for reinforcement in small steps until desired goal is reached” (Rogers, 2018, p. 4).

Kotter’s seventh step in the change process focuses on consolidating gains and producing more change (Kotter, 2012). It is important that transformational/ behavioural leaders do not stop too soon as this step focuses on the sustainability of the changes. Although small wins will be celebrated and promoted, these changes will be utilized in the hopes of maintaining the momentum to create larger change. There are potential next cycles of change associated with this OIP as described in the Next Steps and Future Consideration section. Through monitoring and evaluating change, it is important that leaders assess if and how much change is being made and ensure that the change is progressing forward. This seventh step is used to prevent the organization from returning to old habits.

The final step of Kotter’s process anchors these new approaches into the organizational culture. For example, change should be embedded into the norms and values of the organization such as the board’s strategic and school improvement plans. SB’s mission statement, vision, and strategic goals are already in alignment with the required changes however, the values associated with CRT are important to embed into the norms and values of SB in order to sustain the change. These values help to support the current and growing student demographic within SB. The new approaches will be anchored into SB through embedding values (highlighted by CRT such as equity and inclusion) into policies. When policies are altered, change can become anchored.

Just like other change processes, Kotter’s 8-stage change process has some limitations. This change model highlights the importance of not moving onto the next step too soon, but it does not clearly explain when the best time is to move onto the next step. Therefore, leaders may accidentally fall into the trap of moving on too soon or taking too long at one stage of the change model. Additionally, this change model is rigid in the fact that an organization must go through these 8 steps sequentially in order to create effective change (Kotter, 2012). However, having

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these 8 stages laid out sequentially, helps to keep the change organized, planned, and therefore implemented in ways that bring about impactful and lasting change.

### **Critical Organizational Analysis**

A combination of change readiness findings, relevant research, and an organizational analysis model is used to describe needed changes within SB. In this section of the OIP, Sterman's Systems Dynamic model (SSDM) and a causal feedback loop (CFL) diagram is utilized to analyze the complexity of the problem within SB. Through this organizational analysis, a change leader can recognize what needs to change and at what level within the organizational structure this change needs to occur. Furthermore, the *OurSCHOOL* survey is a useful tool for gathering information about SB's readiness for change and where the changes are needed. This section of the OIP will emphasize how the *OurSCHOOL* survey assists with highlighting issues relating to classroom climates, based on feedback from staff, students, and parent respondents of the survey. Additionally, relevant research also indicates possible reasons and organizational issues that cause respondents to answer the way they did. This informs change leaders of what needs to change within an organization.

#### **Sterman's systems dynamic model.**

SSDM is a complex organizational analysis model intended for use in organizations such as SB (Sterman, 2001). It is "a method [that] has been successfully applied in a wide variety of business and socio-economic fields to understand the problems and gain an insight into various policy interventions" (Tang & Vijay, 2001, p. 1). This organizational analysis model specializes in the potential unintentional effects that decisions have on an organization. SSDM was selected as the organizational analysis model to analyze SB because, the organizational change focuses on both the intentional and unintentional impact that classroom resources, such as images and texts, have on students' perceptions of their learning climates (Sterman, 2001). As highlighted in Chapter 1, based on my fundamental assumption, I believe that SB attempts to create and use images and texts in ways that make students feel that they are included, but the intended result has

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not ensued. Guthrie and Chunoo (2018) highlight that organizations might have the best of intentions but the intentions “can be excluding and damaging” (p. 17) without intending to be. Although SB’s slogan is *Accomplishing and Belonging*, the intention to ensure that students feel that they belong does not connect to the impact since many students report that they do not feel their learning climates are positive (SB, 2019). SSDM addresses the issue of “well-intentioned efforts to solve pressing problems [that] create unanticipated side effects” (Stermann, 2001, p. 8). SSDM helps to identify the effects, both intentional and unintentional, of a change leader’s decisions in order to address organizational gaps and areas that require change. As a transformational /behavioural leader who models desired behaviours in the hopes of transforming an organization and its members, SSDM is valuable because it helps leaders to understand the interconnected systems related to these modelled behaviours and the impact on the decisions that they make.

A critical race theoretical lens highlights issues with intention versus impact, and Stermann’s model hopes to address the complexities that are associated with decisions and the impact that these decisions have on several elements within an organization. For example, current policies within SB, such as PPM 10, were created to approve and select materials that will enhance opportunities for the intellectual, physical and social growth of students, but this policy causes implementation gaps relating to selecting library and learning resources that is representative of the racial diversity of students within SB (SB, 2017). These gaps are further highlighted in Table 1.

Table 1: Existing Organizational Gaps

Decision	Gaps
Strategic Goal: Creating Safe and Welcoming Schools	There is a current gap causing a barrier to achieve this strategic goal since there is a lack of racially inclusive texts and images available for staff and students.
	There is also a gap relating to the PD that supports this goal. PD should be altered to utilize a critical race theoretical lens in order to critically analyze images and

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	texts and support the growing diversity of the new student demographic. Policies PPM 20 and PPM 10 should be altered to reflect a critical race theoretical lens to further support the strategic goals.
Decisions relating to policies such as PPM 20: Equity and Inclusive Education, and PPM 10: The Approval of Learning Resources	Currently, there is a lack of diversity included in the committee that has the authority to select and approve texts. Furthermore, there are no PD opportunities available that support ways to utilize a critical race theoretical lens when selecting resources and approving resources offered for those who currently have the authority to approve texts and images. Additionally, there is a lack of consideration around the need to apply a critical race theoretical lens to the selection of texts.
PD Relating to Equitable and Inclusive Education	Additional PD relating to equity and inclusion is not mandatory.

Organizational decisions have multiple side effects and reactions, or as Sterman (2001) calls, feedback. Sterman (2001) highlights that in order “To improve our ability to learn about and manage complex systems, we need tools [such as causal feedback loops that are] capable of capturing the feedback processes” (p. 17). Sterman (2001) highlights that side effects are complicated and therefore difficult for most people to naturally foresee. He uses a CFL diagram for people to better understand possible effects that decisions may have on other elements within an organisation. CFL and the systems dynamic model help leaders to better understand and react in a way that benefits the organization. SSDM and CFL help change leaders to see all influential factors that impact an issue within the organization. This helps to diagnose the overall required change and reveals the gaps that these decisions create. CFL are “free diagnostic exercise[s] after which the real action begins” (Jamieson, Barnett, & Buono, 2016, p. 241).

### **Causal feedback loop diagram.**

CFL is a causal diagram that aids in visualizing how different variables in a system are interrelated. A causal loop diagram consists of four main elements: the variables, the links between variables, the signs on the links, and the sign of the loop. Table 2 defines and more clearly explains each of these elements as they relate SB and the PoP.

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Table 2: Casual Loop Diagram Elements

Casual Loop Diagram Element	Definition and Connection to SB and the PoP
<b>1. The Variables</b>	<p>When creating a CFL it is important to consider all possible variables impacting the organization and the PoP (Lannon, 2018). In this case, the <i>OurSCHOOL</i> survey results and the growing diverse student population are variables that impact SB and the PoP. These results provide a starting point to analyze the potential impacts that the <i>OurSCHOOL</i> survey results have on SB. These impacts are depicted on the CFL- Appendix A.</p> <p>Once the variables are identified, the relationships among the variables are recognized by linking the variables together and determining how one variable affects the other (Lannon, 2018). For example, the impact that additional variables within SB have on students' perceptions of their learning climates and thus on the results of the survey, were considered. Some identified variables are a lack of inclusive teaching and learning resources, or the language used by students and staff at SB.</p>
<b>2. Links (Arrows) Between Variables</b>	The arrows symbolize the directional links and relationships from one variable to another, highlighting how factors are connected. For example, the Ministry of Education directly influences policy creation within SB and SB must abide by the guidelines set out by the ministry. Therefore, an arrow from the Ministry would point to SB's policy creation.
<b>3. The Signs on the Links</b>	The signs on the links indicate how the variables are interconnected. The links are labeled with either a "+" or a "-" (Lannon, 2018). This shows the direction of causation. Examples are provided below in 3.A. and 3.B.
3. A. "+" Symbol	This symbol is used if both variables move in the same direction; they both increase, or they both decrease. It is assumed that if students' perceptions of their learning climate improve, this will also be reflected in the results of the <i>OurSCHOOL</i> survey specifically relating to the question about students' perceptions of their learning climates. Both the perception and the result would increase; they have the same directional impact on the organization. This is labeled with a "+" (Lannon, 2018).
3. B. "-" Symbol	If one variable changes in a direction opposite of another variable (i.e., variable A increases while, variable B decreases), the link from A to B should be labeled with a "-" (Lannon, 2018). This symbol indicates that the variables are inversely proportional. For example, policy updates regarding the selection process for approving and selecting texts used within SB will always influence the selection process, but the selection process for approving and selecting texts used within SB does not directly affect the policy.
<b>4. The Signs of the Loop</b>	The signs of the loop show what type of behaviour the system will generate. These are indicated as either a reinforcing loop (R) or a balancing loop (B). These will be explained below.
4. A. "R" Reinforcing Loop	In a reinforcing loop, change in one direction produces more change (Lannon, 2018). The relationship is reinforcing and reproducing the increase. For example, when texts and images within the board are more diversely inclusive, this will impact the language used within schools. Evidence that supports this is described in the latter part of this section. The notion that many students began to use more inclusive language in the classroom when talking about race after being exposed to images and

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	texts that were selected using a critical race theoretical lens demonstrates an example of a reinforcing loop. The exposure to images and texts that are representative of diverse student identities produces changes in the inclusive language used in the classroom since there is a “high relationship between reading and speaking skills” (Mart, 2012, p. 91). The changes in the inclusive language used in the classroom also produces the need for more images and texts that function from a critical race theoretical approach.
4. B. “B” Balancing Loop	Balancing loops neutralize change in one direction with change in the opposite direction and attempt to bring a process to a desired state and keep them there (Lannon, 2018). Lannon (2018) uses the example of a thermostat that is set to regulate the temperature of a house. An example related to the PoP is that funds allocated for purchasing of texts and resources for SB would remain the same however, the types of books purchased will change.

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This CFL (Appendix A) shows the interconnectedness between texts and images used within SB and the organizational culture within SB. CFL highlights that the organizational culture has an impact on students’, parents’, and staff perceptions of the learning climate which in turn impacts the results of the *OurSCHOOL* survey. Furthermore, a growing diverse student demographic also influences the organizational culture of SB which creates a need to change texts and images that represent a more diverse culture. For this to happen, the process of the selection for approving and selecting texts and images used within SB needs to better reflect the diversity of the student body. This is dependent on policy PPM 10 (the approval of learning resources). The policy cannot be changed and updated until it is been approved by the trustees.

When texts and images within the board are more diverse, this could have an impact on language used within the schools. Evidence that supports this is recognized in current literature and in my own personal observations as a transformational/ behavioural leader who models behaviour (including written language) in the hopes of instilling these desired behaviours into my students. Mart (2012) highlights that “there is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies” (p. 91) and utilize those words when speaking. Mart (2012) highlights that there is a strong connection between reading and speaking and the more inclusive “reading you will do, the more you will increase your exposure to



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[inclusive] vocabulary” (p. 93). Furthermore, as a transformational/behavioural leader, I made note that many of my students began to use more inclusive language in the classroom when speaking about race after being exposed to images and texts that were selected using a critical race theoretical lens. For example, while working on a social justice project, a student was discussing current issues relating to visible minorities in Nigeria. Another student responded, reminding her peer, that minority sounds “minor” or “less than” and that using the word minority is proportionally incorrect when racialized people make up the majority of the population. A critical race theoretical lens and classroom resources such as texts and images may impact the language used within schools.

As previously mentioned, since about 70% of parents who pull their children out of schools within SB, do so because of issues relating to emotions, belonging, and climate needs that are not being met, this suggests that the culture also impacts the retention rate (SB, Parent Satisfaction Survey, 2019). Notions about the retention rate is further described in the Change Readiness Findings and Relevant Data section. Finally, as indicated in the CFL diagram, the provincial pressure to gather data based on students’ ethnicities influences the *OurSCHOOL* survey and the questions being asked as well as the items, such as the texts and images, being used. A CFL (Appendix A) displays interconnected systems that relate to decisions about images and texts in SB. It also depicts perspectives from a variety of viewpoints such as of the senior manager of equity and inclusion who is responsible for connecting to the trustees regarding issues with policies, the trustees who approve policies, and the manager of library services, who purchase and select books for SB.

### **Change readiness findings and relevant data: *OurSCHOOL* survey.**

Parent responses to the *OurSCHOOL* survey highlight reasons that parents consider leaving the board. The responses reveal that 40% of parents who pull their children from schools within SB, do so because of the organizational climate within the schools (SB, Parent Satisfaction Survey, 2019). Meanwhile, another 20% of parents leave SB due to feeling a lack of belonging

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(SB, Parent Satisfaction Survey, 2019). 10% of parents leave because of social-emotional needs that are not being met (SB, Parent Satisfaction Survey, 2019). Therefore about 70% of parents who pull their children out of schools within SB, do so because of issues relating to emotions, belonging, and climate needs that are not being met (SB, Parent Satisfaction Survey, 2019). This reinforces the same issue that students highlighted when completing this survey. As previously mentioned, the student results of the *OurSCHOOL* survey highlight that only 6.1 out of 10 students rate the learning climate of their classroom as positive (SB, 2014). These results directly impact the PoP being addressed since, as previously mentioned, the study created by Chris Glass (2012) highlights that there is a need to include visuals that reflect students' own cultural heritage into classrooms since it significantly impacts one's perception of their learning climate.

Scientific studies “reveal the unexpected importance of a classroom’s symbolic features, such as objects and wall décor [images], in influencing student [‘s]” perceptions of their learning environment (Cheryan, 2014, Abstract). Students feel that their learning climate is a positive one when they feel included and represented (Bannister et al., 2015). Displaying items from a wider variety of cultures can ensure that students from racialized groups feel that they are included and represented which will have an overall impact on students’ perceptions of their learning climates (Cheryan, 2014). Since the ethnic origin of people within this district is “increasingly shifting from its more traditional Eurocentric roots to a more globally diverse community composition,” (Krantz, 2013, p. 113) it is important to include texts and images that represent students from racialized and diverse backgrounds to help to increase students’ rating of their learning climates because, as Lee highlights in his paper, curriculum content only covers dominant cultural ideologies (Lee, 2011). Based on the changing student demographic, the internal board data, relevant external research, and the CFL; the required change within SB is to have it function through a critical race theoretical lens so that students can see themselves represented in texts and images used in schools. Since the above data highlights that students, and parents of students who

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attend SB, are dissatisfied with issues relating to learning climates for their children, this reinforces the need that change needs to be made.

Even staff responses to the *OurSCHOOL* survey illuminate issues with negative learning climates (SB, 2018). Only 65% of respondents (board and teaching staff) believe that staff members treat all students equitably, which also correlates to the PoP since it affects the overall learning climate for students (SB, 2014). CRT highlights that issues associated with equity and inclusion, as well as issues relating to White dominance, does not only affect the ways that staff members treat students but also affects the visuals, texts and other teaching resources that teachers use, even when attempting to be inclusive (White & Fulton, 2015). Students, staff, and parents are the main stakeholders within SB, and they all highlight the same issue; that learning climates within SB need to be more positive.

The gaps highlighted through this organizational analysis help to identify what change is necessary. A change leader can use these gaps to inform the possible solutions for addressing them. The next section of this OIP describes possible solutions in detail and outlines resources that are required in order for the solutions to be implemented.

### **Possible Solutions to Address the Problem of Practice**

There are three possible solutions that have been identified for this PoP. Each solution involves requirements and resource needs including time and finance. Due to the variety of circumstances surrounding each possible solution, the benefits and downfalls of each solution will be examined, compared, and analyzed using a critical race theoretical lens as demonstrated in Appendix B. The three possible solutions that address how classroom resources, such as texts and images, can be chosen to better reflect the racial diversity are listed below:

1. Provide teaching and board staff with PD opportunities to learn about how to utilize a critical race theoretical lens to select books and images; and how to utilize counterstories.

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2. Provide teachers with texts and images that represent the new student demographic within SB, in order to support students' perceptions of their learning climates. This may also involve providing teachers with the "counter" story to what they already have in their school libraries.
3. Update policies (PPM 10, PPM 20, and V10) to ensure that SB functions from an inclusive lens.

### **First solution.**

This first proposed solution, PD, involves workshop opportunities and classroom observations. As previously highlighted, the equity lead teachers already have designated PD opportunities that help them to prepare to facilitate an annual inclusivity PD day at their respective schools. This first proposed solution hopes to piggyback on these days, which is ideal since it reduces the cost of adding additional PD days. Through the support of the senior manager of equity, I have gained agency to provide suggestions for new PD opportunities for equity lead teachers. Through this agency, it will be suggested that the current PD opportunities for equity lead teachers will be replaced with ways of educating equity lead teachers to ask critical questions about who is, or is not, being reflected in their classrooms/schools through images and texts, and how to utilize counterstories. This PD will focus on the theoretical elements of this change (CRT) while the classroom observations will model the theory in practice. This PD will begin with the equity committee members first, and they will provide feedback before rolling it out to the equity lead teachers, and then into the schools. The PD workshops will explain CRT and counterstories and highlight literature that provides the benefits to these theories and to counterstories. Workshop opportunities will focus on the theoretical side (CRT) of PD, while the classroom observations will model the theory in practice, through observing lessons that model how to utilize counterstories.

Staff will be provided with opportunities to engage with scientific studies and research that highlights how racialized students often feel in their learning climates. When referring to staff, this section of the OIP is referring to internal stakeholders such as policy committee members,

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librarians, those who have authority to approve and select teaching and learning materials, as well as the senior manager of library services. Salle, Zabek, and Meyers's (2016) article will be used to highlight that racialized students perceive a more negative learning climate compared to their White peers. Also, student demographic data such as Statistics Canada (2017), will be utilized to highlight the need to support the growing racially diverse demographics in the area. Internal board data will also be used in this PD, in particular the *OurSCHOOL* survey results, to highlight that many students currently do not rate their learning climates as positive and even staff responses highlight an issue since many staff responses state that they do not believe that all students are treated equitably in their classrooms (SB, 2014).

Through these workshops, staff will be provided with collaborative opportunities to critically examine the current images, texts, and other classroom resources and how they may impact the way racialized students feel in their learning climates. Staff will also be given the opportunity to actively participate and discover issues of White reinscriptions and racialized students' perceptions of their learning climates through engaging with these resources described. Through these resources and through highlighting the provincial request to gather data, a sense of urgency will be created as the rationale and need for implementing these changes. This sense of urgency will be utilized to highlight the benefits of asking critical questions about race (as promoted by CRT) and educating through counterstories. Staff will be able to engage with further learning materials such as Kelly's (2017) article which reflects on her own experiences as a White female teacher (similar to the majority of the teachers within SB) of implementing counterstories into a primary classroom. This article also provides practical "examples of how some educators have welcomed counterstories in their classrooms" (p. 38). Kelly's (2017) article will be used to highlight ways that teachers can plan for students' responses, which is also an element that will be discussed during these workshops. These workshop opportunities are setting the stage for the second form of PD: classroom observations. These workshops will occur before (in order to set the stage) and after each observation (described below), in order to debrief.

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The second portion of PD involves classroom observations where teachers and board staff are provided with the opportunity to learn from model classroom environments where teachers are utilizing counterstories and other resources, such as images and texts, that are strategically selected using a critical race theoretical lens. As previously mentioned, a transformational/behavioural leader intends to motivate organizational members, and this type of PD focuses on real classroom observations and motivating and inspiring staff. Research indicates “classroom observation is a significant tool for their professional development as it motivates teachers [and board staff] to update their teaching practices regularly” (Alshehri, 2019, p. 63). The equity committee will be responsible for organizing these classroom observations, as highlighted by the Change Implementation Plan section of this OIP. Classroom observations will provide teachers and board staff with opportunities to physically walk around classrooms to see, listen, and analyze the environment (using a critical race theoretical lens). Through these observations, they will also be able to observe a lesson where the teacher demonstrates how to utilize counterstories. This PD opportunity also supports a transformational/behavioural leadership approach since it demonstrates modelled classrooms and ideal behaviours, as well as ideal classroom resources, including images and texts that were strategically selected using a critical race theoretical lens. Kelly’s (2017) article highlights the importance of “intentionally selecting books” through a critical race theoretical lens. Kelly (2017) highlights the need to “critically examine texts and not shy away from those that draw out students’ counterstories” (p. 46). Providing teachers and board staff with classroom PD experiences ensures that teachers are exposed to practical ideas that they can directly implement into their classrooms (Alshehri, 2019).

The equity committee members and the equity lead teachers will be asked to volunteer for their classrooms to be observed. As a transformational/behavioural leader, strategies similar to Kotter (2012)’s short-term win stage, will be utilized to motivate teachers to volunteer. For example, teachers who volunteer to have their classrooms observed will be praised on Twitter and on the newsletter as positive reinforcement. This is described further in Chapter 3. These

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volunteers will be celebrated, similarly to a short-term win. Celebrating desired behaviours helps to “reinforce the behavior [...] until desired goal is reached” (Rogers, 2018, p. 4). Furthermore, the strategy of creating my own bandwagon (which is described in Chapter 3), will encourage other teachers to want to volunteer to have their classrooms observed since according to Shim and Oh (2018), people will often volunteer simply to be part of and accepted by the majority group.

Providing PD opportunities that function from a critical race theoretical lens helps to avoid unintentional White reinscription. For example, when selecting Indigenous texts, insisting that only selecting and approving texts written by Indigenous peoples will not help with addressing White reinscription since even those from racialized backgrounds may also unintentionally reinscribe White dominance. This is why the workshop opportunities focus on the theoretical parts of CRT and the reinscription of White dominance.

### ***Connection to PoP and SB.***

As described in Chapter 1, counterstories help to solve the issue of not having authentically inclusive texts and images, that do not unintentionally reinscribe dominance. Counterstories solve this problem by providing many perspectives to a story, such as Christopher Columbus from the European perspective and from the Indigenous perspective. This allows students to understand that there are multiple perspectives to stories and provides students with the opportunity to build critical thinking skills and come up with their own conclusions based on both the dominant and counterstory. Counterstories highlight many perspectives as being equally important and does not reinforce White dominance. Through these PD workshops, staff will be educated about the benefits of counterstories and ways to implement them. Through utilizing current literature such as Kelly’s (2017) article, the value of counterstories as powerful tools that empower students and staff by encouraging critical thinking and by exposing “dominant beliefs that reinforce hegemony” (p. 40). Current literature, highlights that “Teachers [and I would argue, board members] often lack awareness of cultural and linguistic influences on student learning, accept inequities as inevitable, or do not consider attending to cultural diversity to be part of their

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professional responsibilities” (Parkhouse & Massaro, 2019, p. 417), counterstories can assist with this. Kelly (2017) highlights that counterstories encourage staff “to challenge the stock stories in the curriculum, and put forth new, contextualized stories” (p. 40) that better reflect racialized students. This solution hopes to utilize classroom resources, such as images and texts, to better reflect the diversity of SB since when teachers utilize counterstories, they let students know that they matter and “their experience is accepted” (Kelly, 2017, p. 50).

Although this solution attempts to address the PoP, as with any solution, there are limitations that exist with each solution. A limitation to this possible solution is that classroom observations do not always reflect authentic, everyday teaching practices (Alshehri, 2019). Another limitation to these observations is highlighted when Alshehri (2019) indicates that classroom observations are not usually completed in isolation and that classroom observations “consists of three main stages: a pre-observation conference, a class visit, and post-observation feedback” (p. 58 ). The three main stages of classroom observations may require staff to need supply coverage for (potentially) several days. This notion connects to issues regarding resources and funding needed to implement this possible solution. For example, funding for supply coverage for teachers while they attend PD is very costly. However, if this PD replaces the current equity and inclusive PD, 3 sessions, the cost to implement these changes would be very similar to the current costs since staff are already attending current PD opportunities.

### **Second solution.**

As an equity lead teacher, I have the agency to provide materials to those who participate in the PD opportunities that I create and facilitate. This directly correlates to the second possible solution which utilizes a critical race theoretical lens to physically provide teachers, students, and librarians with texts and images that represent the current student demographic within SB. This may also involve providing teachers with counterstories to texts that already exist in their classrooms. At the first PD workshop while learning from Kelly’s (2017) article about intentionally analyzing and selecting texts, the equity committee will provide equity lead teachers



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with texts and images that reflect the current student demographic. They can then bring these resources to their respective schools. As previously mentioned, the first workshop sets the stage for the PD observations, and by providing staff with these images and texts, they can (but are not limited to) utilize these resources in their own classroom. These provided resources are intended to assist and support individuals as they begin to implement these changes. Since Burns-Redell et al. (2013) highlight that individual consideration is when a leader listens to others' concerns and developmental needs, while treating everyone individually, providing images and texts helps to support individual needs while providing others with the options of utilizing their own images and texts if they prefer. This will also provide individual consideration for staff, since it may help to support staff who are preparing to have their classrooms observed. Although teachers do not need to utilize the provided images and texts during the observations, providing direct support of physically having these resources might help to individually support those who need it.

### ***Connection to PoP and SB.***

This solution focuses on working with both teachers and librarians in purchasing new texts and images. Selecting images and texts through a critical race theoretical lens will help to support students and teachers, regardless of ethnicity, to learn the critical thinking skills and the appropriate use of images and texts needed to overcome negative perceptions of learning climates (Housee, 2010). This solution also involves purchasing counterstories to “counter” the existing ones within SB. When counterstories are used, students will be exposed to multiple perspectives of the same story. These multiple perspectives encourage students to ask questions about what the “real” story is, or whose perspective is “correct”. Eales-Reynolds, Judge, Jones, and McCreery (2013) define critical thinking as “taking a questioning approach to everything” (p. 3). CRT, as well as counterstories, provides the opportunity to build critical thinking and analytical skills when drawing conclusions resulting from multiple perspectives (Eales-Reynolds et al., 2013). Moreover, providing students with the opportunity to authentically see themselves represented in their learning climates and learning materials, such as images and texts, offers students a positive

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sense of self (Ladson-Billings & Tate, 1995). As mentioned in Chapter 1, authentic inclusiveness means having students represented in ways that do not, even unintentionally, reinscribe White dominance. Authentically inclusive texts are texts that do not include a White bias, even when examined through a critical race theoretical lens. I would argue that those who decide what is inclusive and authentic are those people who are well versed in these notions as highlighted by CRT, such as asking the correct critical questions about race, including “whose voices are, or are not, being included in this text”, or “is this text possibly reinscribing White dominance?” Since current literature highlights that teachers and board staff lack awareness of cultural and linguistic influences on student learning, support for staff will be provided (Parkhouse & Massaro, 2019). Examples of available supports will be tools such as organizing these types of questions in an easy to use format such as a checklist to support staff to decide what is inclusive and authentic. These checklists will assist with carefully selecting and purchasing inclusive teaching and learning texts and images and will help to increase teachers’ and board members’ awareness with issues relating to diversity and increasing students’ perceptions of their learning climates. Chapter 3 elaborates on these checklists.

This solution also resolves the issue that it is currently difficult to find teaching and learning resources such as books, graphic novels, textbooks, short stories and so forth that are authentically racially inclusive and culturally aware but are also educational and adhere to Ministry expectations. Although there are a number of vendors who attempt to provide racially inclusive material, (such as the resource described in Chapter 1 involving the characters Michael and Sajeev), I argue that the attempt to be inclusive does not necessarily meet the intended impact. Sue et al. (2007) highlights that “Social psychological research tends to confirm the existence of unconscious racial biases in well-intentioned” (p. 277) individuals. Therefore, I believe that even those from racialized backgrounds can unintentionally reinscribe White dominance and it is important that images and texts are selected using a critical race theoretical lens so that students are not becoming passive participants in reinscribing White dominance. This

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is important because there is a possibility that students are not only passive recipients of racist norms, but can now also reproduce and reinscribe these notions, even when they are part of the minority group.

According to PPM 10, a teacher from the appropriate division, a principal, a trustee, a librarian, a parent, a religion and family life consultant, the superintendent of curriculum services, as well as the manager of library services are collectively responsible for approving and selecting textbooks and images for use within SB (SB, 2012). This solution is not focused on providing staff and students with the “perfect” images and texts, but instead focuses on teaching those who have authority to approve and select texts and images, how to select them and the benefits of using counterstories when purchasing texts and images.

Limitations associated with this solution is that it is costly to replace, purchase, and reproduce current images and texts that represent a truer and more authentic inclusiveness. However, in order to address this limitation, the new classroom resources (texts and images) will only be purchased in replacement of other images and texts that are already purchased. It is not in addition to the current allocated funds. For example, instead of only buying the current books that are utilized at SB, counterstories will be purchased instead.

### **Third solution.**

The third solution proposed is to update policies that have an influence on learning climates within SB. Due to my limited agency as an equity committee member, the senior manager of equity and inclusion and the chair of the policy committee must be involved in implementing this solution. Strategies that highlight ways to gain their buy-in are described in the Change Implementation Plan section of this OIP. Although policies help to mandate the suggested changes, if the changes do not get approved, the first two proposed solutions can still be implemented since they help to fulfill the board’s mission and goals.

SB has developed policies such as equality and inclusion (PPM 20) which focus on inclusive curriculum. This policy mandates that teachers should use “researched *best practices*

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that truly reflect the current level of achievement of the student” (SB, 2012) which is a very vague and open-ended descriptor that does not necessarily support the increasingly diverse student demographic. Jerome Delaney (2017) states that effective policies and regulations should be “as simple, concise, and clear as possible” (p 63) and mentions that it is important to use terms that everyone will understand instead of assuming that people agree and understand all terms. This policy lacks clarity and explanation when it says “best practices” as this could easily exclude a variety of students and needs, especially those of marginalized backgrounds. Under the inclusive curriculum and assessment practices section, the policy should incorporate diversity and ethnicities and individuality instead of simply saying “researched best practices” since this is very subjective and lacking largely in the attempt to be racially inclusive. When inclusive curriculum and assessment practice includes specific elements that support racialized students, this might affect the way they feel about their learning climates.

This policy (Equality and Inclusion: PPM 20) attempts to be more specific when it states, “Students must be represented in the curriculum and [must be] heard in the assessment and evaluation” (SB, 2012, p. 3). However, the application and implementation of this policy is not supported in other policies or school practices within the board. For example, if students are to be represented in the curriculum, then should the policy that relates to the approval of learning resources (PPM 10) not incorporate this notion of selecting books and learning materials that include student representation? As previously mentioned, I often find myself struggling to find library books, stories and other teaching and learning materials for my students that reflect a critical race theoretical lens (in an attempt to avoid reinscription) and that are also approved by the policy regulations and Ministry guidelines. However, PPM 10, relating to the approval of learning resources, does not mention anything about the need to include and reflect diverse backgrounds, races, and ethnicities (SB, 2012). All learning materials for use by schools must be selected under guidelines set out by the Ministry of Education, and Guidelines for Approval of Textbooks but do not need to include diversity or ethnic representations. Although the Ministry

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document, stated that “content must be free from racial, ethnocultural, religious, regional, genderrelated, or age-related bias”; Ministry of Education, 2008) however, it does not mention the need to include and reflect a variety of ethnical and racial representations. Since the need to address provincial policies is beyond my agency, I only highlight provincial policies to compare them to SB’s policies and SB’s gaps.

As previously mentioned, according to the policy, PPM 10, the approval of learning resources, a committee decides which materials are acceptable for the board. Currently looking at the committee members within the list mentioned above, all members represent the dominant White culture. When creating policies, I believe that it is important to look at those whose voices are not included since “education policy and practice must be designed to promote the goal of creating the most equitable system of education possible (Delaney, 2017, p. 79). Therefore, a solution to this PoP is to update these policies to include inclusivity, to provide PD for policy committee members (as described in the first solution), and to ensure that equity committee members are a part of the policy committee and the creation and revision of policies within SB.

There are practical limitations associated with this potential solution, such as the process of making changes to policies and the notion that policy changes need to be approved by the policy committee and trustees. Although this potential solution is achievable, it is probable that this possible solution will take more time to fully implement than the other two suggested solutions, as the approval process may take a great amount of time and may not be approved at all. Although policies help to mandate suggested changes, if not approved, the first two proposed solutions can still be implemented since they still help to fulfill the board’s mission and goals.

Current literature suggests that the combination of all three solutions: PD, inclusive texts and images/ counterstories, and policy updates, will positively support an overall solution for addressing the PoP. Current literature such as Parkhouse and Massaro (2012) supports the first proposed solution and its focus on preparing and educating staff to be equipped to address the growing diverse student population within SB. Parkhouse and Massaro (2019) highlight that

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many teachers graduate from teachers' college and still feel unprepared to work in culturally and racially diverse classrooms, "making high-quality professional development (PD) in this area crucial" (Parkhouse & Massaro, 2019, abstract). Since the student demographic within SB is becoming increasingly more diverse, "educators are often at the forefront of efforts to promote more equal distributions of opportunity and representation across groups" (Parkhouse & Massaro, 2019, p. 415). The issue of providing equal representations across groups is supported in the second proposed solution, using racially inclusive learning resources and counterstories. The third proposed solution is beneficial for addressing the PoP because as Sergiovanni, Burlingame, Coombs, and Thurston (1999) suggest, policies are "authoritative communication about how individuals in certain positions should behave under specific outcomes" (p. 230). Therefore, policies will help to communicate the racially inclusive ways that staff members within SB should behave while ensuring that these behaviours are mandated. Due to the current literature highlighted above and the complexities involved in attempting to increase students' perceptions of their learning climates, all three solutions will be implemented in the Change Implementation Plan in Chapter 3. As a transformational/ behavioural leader, it is important to assess the impact that decisions and changes might have on SB and organizational members of SB. The next section of this OIP highlights leadership ethics and organizational change.

### **Leadership Ethics and Organizational Change**

Leaders are faced with the responsibility of the (intentional or unintentional) impact that their decisions make on stakeholders and on the organization itself. In all decision-making situations, "ethical issues are either implicitly or explicitly involved" (Northouse, 2016, p. 330). As a transformational/ behavioural leader, equity lead teacher, and member of the equity committee, it is important to be accountable for decisions that result in changes highlighted throughout this OIP. One way that ethical leaders can take responsibility is by carefully reflecting on the ethical considerations involved in each stage of the change process. Ethical leaders can do

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this using an inclusive ethical decision-making model. The model used for this OIP is McAuliffe and Chenoweth's (2008) Inclusive Model for Ethical Decision Making.

The Inclusive Model for Ethical Decision Making was selected for this OIP because of its connection to CRT and because the core values of this model are directly connected to the leadership approaches utilized in this OIP. This model focuses on cultural sensitivity and critical reflection which are fundamental to CRT as it relates to addressing the PoP (McAuliffe & Chenoweth, 2008 and Housee, 2010). Both the Inclusive Model for Ethical Decision Making and CRT involve accountability, critical thinking and questioning, reflecting, and cultural sensitivities. An in-depth explanation and application of these foundational elements are described at the end of this chapter.

The Inclusive Model for Ethical Decision Making is built on four 'essential dimensions' that are important to decision making (McAuliffe & Chenoweth, 2008). These foundational platforms are: Accountability, Critical Reflection, Cultural Sensitivity and Consultation (McAuliffe & Chenoweth, 2008). Accountability is central to CRT, a transformational/behavioural leadership lens, and to this ethical decision-making model. Accountability relates to one's ability to clearly articulate and justify decisions made, while considering the broader social context and the intentional, or unintentional impact of decisions (McAuliffe & Chenoweth, 2008). Meanwhile, "Critical reflection is a cornerstone of good practice" and a critically aware and reflective leader is much more likely to acknowledge the impact that their personal values and biases may have on decisions (McAuliffe & Chenoweth, 2008, p. 43). It may be difficult to address privilege and bias; however, through critical reflection this ethics model begins to address those potential ethical challenges as described in the next portion of this chapter.

The third foundational platform is cultural sensitivity. This platform is necessary in a "world where respect for the worldviews of others is paramount" (McAuliffe & Chenoweth, 2008, p. 43). Cultural sensitivity is important to consider and apply to stages in the change process. Change that is not culturally sensitive "can have devastating results if actions are taken

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that circumvent appropriate cultural responses or ignore important cultural norms” (McAuliffe & Chenoweth, 2008, p. 43). The final foundational platform of the Inclusive Model for Ethical Decision Making is consultation or collaboration, “which is the action of using the wisdom and counsel of others wisely and to engage in discussions with others who may assist the practitioner to uphold important values in the interests of integrity and prudence” (McAuliffe & Chenoweth, 2008, p. 43). This final platform is often a “neglected part of ethical decision making, and many practitioners shoulder complex ethical burdens in silence for fear of being seen by colleagues as ‘unprofessional’ or ‘indecisive’” (McAuliffe & Chenoweth, 2008, p. 43). This final platform highlights possible ethical considerations as it relates to stage four of Kotter’s change model since communication and collaboration are strongly interconnected. Kotter’s fourth stage concentrates on communication and the ethical challenges relating to asking questions such as when and how often one needs to communicate? Whom to communicate with? When to ask for help? Who needs to be involved and who does not?

The core values of the model created by McAuliffe and Chenoweth (2008) are humanity, positive change, choice, quality service, and difference. These five values correlate to the five behavioural traits with which transformational/behavioural leadership are associated: individualized consideration, idealized behaviours, inspirational motivation, idealized attributes, and intellectual stimulation (Ortiz & Jani, 2010). Connections between the Inclusive Model for Ethical Decision Making and transformational/behavioural leadership are highlighted in Table 3.

Table 3: Inclusive Model for Ethical Decision Making and Transformational/Behavioural Leadership

<b>Core Values of The Inclusive Model for Ethical Decision Making</b>	<b>Core Values of Transformational/ Behavioural Leadership</b>
<b>Humanity</b> Humanity involves respecting others and seeing the uniqueness of the individual within their social context (McAuliffe & Chenoweth, 2008).	<b>Individual Consideration</b> Transformational/behavioural leaders value humanity through a concept described as individual consideration. Individual consideration embraces the uniqueness of each individual through having empathy, compassion and by providing accommodations for



	those involved in change. Based on the needs of those involved in change, PD will be developed and modified to meet the needs of each unique individual (this will be elaborated on further in Chapter 3). Tools such as checklists will be used to support the library department as well as the print department at SB throughout the change process.
<b>Positive Change</b> McAuliffe and Chenoweth (2008) believe in positive change and that change leaders must have confidence in the capacity for change and development.	<b>Inspirational Motivation Used to Create Change</b> Positive change is fundamental. As mentioned in Chapter 1, constant growth and improvement is central to transformational/ behavioural leadership (Burns-Redell et al., 2013). This type of leadership uses encouragement and motivation to help propel positive change through short-term wins (Burns, 2007).
<b>Choice</b> The notion of choice incorporates an understanding of self-determination, autonomy and empowerment which is central to SB and to Kotter's change model. Stage 5 of Kotter's model highlights the importance of empowering followers (McAuliffe & Chenoweth, 2008).	<b>Idealized Attributes</b> This type of leadership approach helps to motivate followers to work together to surpass goals by rising their sense of efficacy and purpose, which is possible through providing people with a voice, the confidence to take risks, and the feeling of choice (Burns, 2007). Central to this type of leadership is the notion of empowering followers through mentorship when transformational/ behavioural leaders choose to act in ways that encourage followers to respect and trust them (Bass & Riggio, 2005).
<b>Quality Service</b> McAuliffe and Chenoweth's ethical model values quality service which speaks to competence, integrity, honesty, accountability, transparency, and reliability which strongly correlate to the values highlighted within SB (McAuliffe & Chenoweth, 2008).	<b>Modelling Idealized Behaviours</b> Quality service is provided by idealized behaviours which are part of what makes up a transformational/ behavioural leader since there is an obligation for leaders to make decisions that uphold the values and mission of SB. Transformational/ behavioural leaders model these idealized behaviours in the hopes of instilling the desired behaviours in followers, in order to provide quality education to students.
<b>Difference</b> The inclusive ethical decision making model values difference which means acknowledging and respecting difference that is "broader than merely a stance of tolerance dressed up as nondiscrimination" (McAuliffe & Chenoweth, 2008, p. 41).	<b>Embracing Difference through Intellectual Stimulation</b> CRT focuses on embracing different races, cultures, and ethnicities while focusing on different lived experiences for racialized groups (Watkin, 2018). With its emphasis on developing followers, transformational/behavioural leaders will use notions highlighted by CRT to provide analytical challenges and intellectual stimulation to followers, while motivating and providing individualized consideration (Bass and Riggio, 2008). Transformational/ behavioural leaders can encourage followers to analyze, question, and critically think about race as well as utilize authentically inclusive classroom resources.

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### **Applying the inclusive model for ethical decision making.**

Heschel (2015) highlights the notion of White reinscription and racism being deeply rooted in organizations. The explosion of racism and its function “in societal institutions does not always overcome its effects” (Heschel, 2015, p. 3), leading one to question the ethical decision of whether race, and the reinscription of White dominance should be exposed. The Inclusive Model for Ethical Decision Making is intended for use when a leader is faced with an ethical dilemma. An ethical dilemma is a choice between two or more courses of action, “when obstacles on each side hinder the decision as to which course to pursue” (Shapira-Lishchinsky, 2011, p. 1). McAuliffe and Chenoweth (2008) organized this model into 5 stages: the first one involves defining the ethical dilemma, the second relates to mapping legitimacy, the third involves gathering information, the fourth is to consider alternative approaches to action and the final stage is critical analysis and evaluation. Each stage is supported by the previously described foundational platforms: accountability, critical reflection, cultural sensitivity, and consultation and will be applied to each stage in the following section (McAuliffe & Chenoweth, 2008).

#### ***Stage 1: defining the ethical dilemma.***

Stage one involves the need to define the ethical dilemma and identify its competing principles. The ethical issue being addressed in this OIP relates to the issues surrounding racial dominance, and the reinscription of the dominant culture. This is a dilemma because there are two conflicting elements associated with this issue: highlighting that White dominance is being reinscribed in education, or avoid highlighting it as it may make some uncomfortable or even further marginalize those who are already on the margins of these conversations.

As an equity lead teacher, mental health lead, and member of the equity committee at SB, I am accountable to assist in improving the learning climate in classrooms and schools for all our students. As a member of the school improvement team, I hope to enhance classroom and school climates to increase students’ perceptions of their learning climates in order to increase the *OurSCHOOL* survey results (SB, 2014).

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Cultural sensitivity and critical reflection are considered through my past experiences associated with highlighting racial reinscription and the issue of White dominance. In my personal experience, the notion of addressing and highlighting White reinscription has not only been supported by theorists but is also supported by my peers as well as senior board staff. Although highlighting this can cause ethical issues, one can argue that this notion of White reinscription is already obvious to those who are aware and experience this reinscription daily. Even when racial inscriptions are “obvious, the individual [who recognizes these issues] may experience confusion and uncertainty about how best to respond” (Sue, 2010, p. 55). A metaphor used by the senior manager of equity and inclusion is a fish in water. Consider the fish as people who represent those who make up the dominant White culture, and the water as White reinscription. A fish does not realize that it is in water, it may not even realize that it is wet, however, the water is extremely obvious to those who are not fish. Based on my critical reflection, highlighting the “water” can be uncomfortable, the “water”, or the White inscription in this case, is already obvious to those who are truly racially aware or in this metaphor, for those who are not fish.

*Stage 2: mapping legitimacy.*

This stage is about assessing the situation and asking questions about whose voices should be involved in the ethical situation. The province is forcing the ethical dilemma by shedding light on this issue as they will be gathering data and asking questions pertaining to elements that are connected to race and ethnicities. Additionally to the provincial pressures, many organizational staff are also involved in the ethical issue of whether or not to shed light on White reinscription. For example, the senior manager of equity and inclusion and the equity lead teachers are important to include in this ethical dilemma as they all play a leading role in addressing these issues and supporting students within SB. Thus, they will be involved in addressing this ethical dilemma. Additionally, there are cultural sensitivities relating to this issue as one must consider how others (those who do and those who do not make up the dominant culture) feel when addressing and shedding light on these issues.

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### *Stage 3: gathering information.*

Ethical decision-making models highlight the importance of gathering information relating to items such as codes of conduct, protocols, and organizational policies (McAuliffe & Chenoweth, 2008). Documents and policies as well as an analysis of personal, professional, and societal values are gathered in this stage (McAuliffe & Chenoweth, 2008). This ethical issue is supported by the equity and inclusion provincial policy and strategic goals, the mission, vision, and set of governing values within SB. Therefore, regarding the issue of accountability, staff at SB are mandated to address issues involving inequalities and bias. For example, board policies that relate to creating safe and welcoming schools such as Equitable and Inclusive Education PPM 20, highlight that it is an educator's responsibility to ensure that "Students must be represented in the curriculum and [must be] heard in the assessment and evaluation" (SB, 2012, p. 3). Furthermore, provincial policies such as The Development and Implementation of Equity and Inclusive Educational Policies (PPM 119) as well as the Ministry guidelines for approving classroom resources highlight the need that classroom texts "must be free from racial, ethnocultural, religious, regional, genderrelated, or age-related bias", however, this is not fully being implemented into SB although there is an attempt made (Ministry of Education, 2013 and Ministry of Education, 2008). The attempts made are described in the Leadership Problem of Practice section of this OIP. Therefore, it is the responsibility of educators, and those who approve classroom resources, to provide resources that tell and reflect multiple stories.

### *Stage 4: alternative approaches to action.*

This stage links to CRT regarding incorporating a variety of voices and looking at counter or alternative perspectives. This stage also connects to SSDM and CFL which looks at the impact that decisions may have on other organizational factors. Regarding accountability, the available courses of action are to shed light on White reinscription that is occurring throughout SB, to avoid this discussion, or to provide supports to address this issue without highlighting the severity or the sensitivities relating to the effects that racial reinscription will have on students. I have reflected

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on this ethical dilemma, considered alternative perspectives, and have decided that I have an ethical duty to shed light onto the inequalities and biases that are being reinscribed in classroom resources.

### *Stage 5: critical analysis and evaluation.*

McAuliffe and Chenoweth (2008) highlight the importance of considering the impact that the decision-making process has on decision makers and on others. They also highlight that critical analysis, through this decision-making model, can “shift what could have been a difficult and emotionally draining experience (as many ethical dilemmas are) into a more constructive learning experience” (McAuliffe & Chenoweth, 2008, p. 46). McAuliffe and Chenoweth (2008), highlight potential questions to consider during this stage of the model including: what have I learned from this situation about the way I make decisions? (critical reflection); do I feel confident that I acted in a culturally sensitive manner?, were there any aspects of culture that I neglected to explore? (cultural sensitivity), did I consult the right people about this ethical dilemma?, were there others that I should have contacted for information? (consultation), and at the end of the day, can I take responsibility for my decision and confidently discuss my actions in the decision-making process? (accountability). These questions will be constantly reflected upon and addressed throughout the change process.

### **Conclusion**

Ethical decision-making models help leaders to consider ethical challenges in various stages of the change process and helps to guide decisions and their impact. “Because of their influence, leaders play a major role in establishing the ethical climate of their organizations” which directly relates to the PoP when addressing issues of few students perceiving their learning climate as positive (Hartog, 2015, p. 337). It is important that transformational/ behavioural leaders take responsibility for not only the ethical climate of their organization but of their successes and failures within SB.

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In conclusion, this chapter highlighted the chosen leadership approach that will propel change forward. The framework for leading change and the change process was thoroughly described to indicate how change will be created within SB. SSDM and CFL were used to create a critical organizational analysis and to diagnose the needed changes. Possible solutions and ethical issues relating to the PoP were described in the final sections of this chapter. The final chapter of this OIP will describe the implementation, evaluation, and communication of the organizational change.

### **Chapter 3: Implementation, Evaluation, and Communication**

This final chapter of the OIP includes a change implementation plan, highlights monitoring and evaluating of change processes, and articulates a plan to communicate the need for change. The beginning of this chapter features the change implementation plan by summarizing goals and priorities and by connecting with possible solutions for addressing the PoP. This chapter also describes a plan for managing the transitions highlighted in this OIP. Additionally, stakeholders' reactions to change and the potential adjustments during the implementation of the changes are described. This third chapter summarizes a plan for building awareness of the need for change within the organization through the description of the communication plan. The strategy that will be used to persuasively communicate the change to relevant audiences is thoroughly described in the latter part of this chapter. Concluding this chapter are the next steps and future considerations.

#### **Change Implementation Plan**

Based on SSDM used in chapter 2, three solutions are required to address the PoP (Stermann, 2001). The implementation plan is prioritized into a series of implementation steps to address the PoP and apply the three solutions to SB. The PoP being addressed is how can images and texts be chosen that better reflect the diversity within SB and in particular, racialized students? The alignment between these steps, the solutions, Kotter's (2012) 8 stages, and the leadership approach is further depicted in Appendix C. Appendix C also connects the implementation steps to the stakeholders involved at each step.

***Priority #1: Meet with the senior manager (Kotter's first stage: creating a sense of urgency).***

The first step in this change implementation plan is to meet with the senior manager of equity and inclusion to begin to create a sense of urgency. This directly connects to Kotter's (2012) first stage. This sense of urgency will be created by emphasizing the internal board data, student demographic data, political pressures as well as current literature. For example, the

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*OurSCHOOL* survey results will be emphasized since only 6.1 out of 10 students rate their classroom as a positive learning climate which is problematic, especially when the board's slogan is *Accomplishing and Belonging* (SB, 2019). Current literature such as Bannister, Hanson, Maloney, and Dudas (2015) and Abraham and Jacobs (1990) will be emphasised to highlight that students' perceptions of their learning climates directly relate to their personal and academic development as well as their participation and success in higher education.

This sense of urgency will be enhanced by utilizing task-oriented behaviours to highlight student demographic data, such as Statistics Canada (2017) that highlights the region that SB services is drastically growing in the amount of people that self-identify as racialized. This data will be utilized in combination with current literature such as Salle, Zabek, and Meyers (2016) that highlights that racialized students often perceive a more negative learning climate than their White peers. The stakeholder in this first step is the senior manager of equity and inclusion. The senior manager of equity and inclusion is already supporting the second implementation step since she is in the beginning stages of creating an equity committee. My current relationship with the senior manager of equity committee helps to provide me with the agency to implement these change initiatives described below.

***Priority #2: Creating the equity committee (Kotter's second stage: powerful coalition and Kotter's third stage: create a powerful mission and vision).***

The equity committee is currently being created and will help to drive the change initiatives. This second implementation step directly correlates to Kotter's (2012) second stage: form a powerful coalition. As a transformational/ behavioural leader, relationship-oriented behaviours are required to connect with the equity committee and with the senior manager of equity and inclusion. As an equity lead teacher and member of the equity committee who often attends equity and inclusion PD, I have recognized that although anyone can voluntarily sign up for the current PD sessions, the attendees are always the same participants. Of those participants that currently attend the voluntary PD who have clearly demonstrated a commitment to learning



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about equity and inclusion, the most highly respected/ highly positioned staff will be suggested to join the equity committee because, according to Caswsey, Deszca, and Ingols (2006), by appointing highly respected organizational members to change initiatives, the organizational culture will become one that is increasingly more positive about change. Both implementation step one and step two are setting the stage for the first solution to the PoP, revising policies PPM 10, PPM 20, and V 10.

As depicted in the overlapping steps in Figure 2, as well as the implementation plan (Appendix C), a change leader “normally operates in multiple phases at once, skipping even a single step or getting too far ahead without a solid base almost always creates problems” (Kotter, 2012, p. 26). Therefore, both Figure 2 and Appendix C depict an overlapping system of steps, in order to ensure that each step has a solid base before moving onto the next step but understanding that often steps are overlapping one another to help with this foundation. This structure ensures that each stage has been fully implemented into the organization. Therefore, once Kotter’s first and second stages have been well entrenched, Kotter’s (2012) third stage will be approached by using the committee to share ideas and collaborate with one another to formulate a clear, motivational, and inspiring vision.

As a leader who believes in motivating and encouraging staff and their creative ideas, the equity committee members will be encouraged to create this motivating and inspiring vision while utilizing the values of SB, as described in Chapter 1, and the values highlighted by CRT such as equity, inclusivity, and critical thinking about the dominant reinscription of Whiteness. As a transformational/ behavioural leader, I will use relationship-related behaviours to demonstrate a “high level of confidence in the team’s ability to achieve ambitious collective goals” (Eisenbeiß & Boerner, 2010, p. 366) in the hopes of encouraging committee members to take risks and work together to create the clear vision. Relationship-related behaviours are demonstrated in how leaders act, how they promote the values (CRT) and goals (envisioned future state), and how they communicate.

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Utilizing this confidence and ability to achieve ambitious goals, the equity committee will begin to plan for the next implementation steps. The main stakeholders for this stage are the equity committee members and the senior manager of equity and inclusion. The equity committee will utilize current literature (as described in the sense of urgency stage), student demographic data, internal board data, and political pressures to create a sense of urgency and gain buy-in from the chair of the policy committee. The equity committee will also utilize board documents to highlight the gaps in the board policy (as described in Chapter 2). These gaps are further discussed in the next stage. Although this change priority correlates to Kotter's (2012) second and third stage, the sense of urgency is also continuing to deepen which is why the equity committee is utilizing similar data and current literature that was applied in the first stage. This overlapping occurs in order to ensure that the organizational change is not moving on too soon without having a solid base.

***Priority #3: Ask for PPM 10, PPM 20, and V 10 to be brought fourth at the policy committee meeting and that an equity committee member present suggested revisions at that meeting (Kotter's fourth stage: communicate and convince others of the vision for change).***

The equity committee and the mission and vision will be utilized to drive the rest of the changes throughout the implementation plan. Relationship-oriented behaviours are required to further strengthen the relationships with the senior manager of equity and inclusion, the chair of the policy committee, and the equity committee members to effectively plan ways to connect with the policy committee chair. These relationship-oriented behaviours, as described by transformational/ behavioural leadership, will help to gain the support of the senior manager of equity and inclusion, so that with her support, an equity committee member will ask the chair of the policy committee to be invited to a policy committee meeting regarding potential revisions (that are in line with CRT, provincial policies, SB's mission and vision, as well as the envisioned future state of SB) to PPM 10, PPM 20, and V 10. However, both high task-related behaviours

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and high relationship-oriented behaviours will be used to motivate, encourage, and support equity committee members to present this data. High task-related behaviours and high relationship-oriented behaviours will also help to create an idealized influence (Mosley, 1998). This idealized influence, as described in Chapter 1, will positively influence committee members, the senior manager of equity and inclusion as well as the chair of the policy committee.

This priority directly connects to Kotter's (2012) fourth stage of communicating and convincing others of the vision for change. To communicate and convince others of the vision for change the representative of the equity committee will highlight policy gaps such as the ones emphasized by the organizational analysis in Chapter 2 that involve provincial policies. For example, The Development and Implementation of Equity and Inclusive Educational Policies (PPM 119) states that classroom texts "must be free from racial...bias" (Ministry of Education, 2013), however, this provincial policy is not supported by board policies such as PPM 10: The Approval of Learning Resources which currently does not mandate the need to select books and learning materials that include diverse student representations.

Additionally, SB has to abide by the provincial policies such as PPM 19 that also requires all publicly funded boards to "make every effort to identify and remove discriminatory biases and systemic barriers" (Ministry of Education, 2013) and the updating of these policies will ensure that SB's policies are now in alignment with provincial mandates. This information is useful when convincing the policy committee since they must abide by the provincial policies. Additionally, in the hopes of further convincing the policy committee of the policy revisions, it will be highlighted that these policy revisions are more in line with SB's strategic goals, mission, vision, and values (SB, Jan. 2019). The stakeholders that are impacted by this step are the equity committee members, the senior manager of equity and inclusion, the director of education at SB, and the policy committee (including the trustees).

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***Priority #4 – The equity committee to begin planning revisions to be shared at the policy committee meeting (Kotter’s fourth stage: communicate and convince others of the change).***

If the chair of the policy committee agrees, the equity committee will begin creating suggested revisions to policies PPM 10, PPM 20, and V 10. Bass and Riggio (2005) highlight that intellectual stimulation, encourages followers to be creative and analytical. As a transformational/behavioural leader, I will encourage intellectual stimulation by modelling ways to ask critical questions about whose voices are or are not being included in these policies in order to begin the conversation about suggested changes. I will also model ways of utilizing a critical race theoretical lens to examine and analyze the current wording in these three policies. The stakeholders involved in this change priority are the equity committee, the policy committee, the senior manager of equity and inclusion, and the director of education at SB. Examples of suggested revisions are highlighted in the next implementation step.

Although the previous change priority already connects to Kotter’s (2012) fourth stage, in order to ensure that the changes are not getting too far ahead without a solid base, it is being reinforced during this change as well. If the chair of the policy committee does not agree to allow a member of the equity committee to present the revisions to the policy committee, the rest of the changes can still be implemented without policy approval since the changes promote and support SB’s mission, mission, and strategic plans (Strategic Plan 2017-2022, 2017).

***Priority #5 – Present suggested policy revisions to policy committee (Kotter’s Fourth Stage: communicate and convince others of the change and fifth stage: remove barriers).***

A representative of the equity committee will attend the policy committee meeting to present the suggested revisions to policies (PPM 10, PPM 20, V10). For example, policy PPM 10, The Approval of Learning Resources, a suggested revision is that the books that are selected for teaching and learning should reflect diverse racial, cultural, and ethnic identities. This revision

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would support the policy's goal "to affirm the life experiences of all students, regardless of race and ethnicity" (SB, April 2017, p. 3). Another example of a suggested policy revision is that a member of the equity committee be part of the process when selecting and providing texts within SB since currently there is no mention of a member of an equity committee, or someone who represents a racialized background be involved in the approval processes (SB, 2012).

Although policies help to mandate the suggested changes, if the changes do not get approved, the first two proposed solutions can still be implemented since they help to fulfill the board's mission and goals. This change priority directly connects to Kotter's fifth stage and to the PoP because as described in Chapters 1 and 2, current policies within SB are presenting barriers for the implementation of classroom resources such as images and texts that reflect the growing student demographic within SB. Therefore, this change priority directly connects to removing those barriers (Kotter's fifth stage) because by mandating that images and texts need to reflect racial diversity, students will see themselves represented in the curriculum. This could have a large impact on increasing students' perceptions of their learning climate since, according to Kelly (2017), when students see themselves reflected, teachers let students know that their opinions matter and their experience is recognized which may help to increase students' perceptions of their learning climates

***Priority #6- Ask to be added to the agenda and present at the principal meeting***

***(Kotter's fourth stage: communicate and convince others of the change and fifth stage: remove barriers and empowering organizational members).***

With support from the senior manager of equity and inclusion, a representative from the equity committee will ask to be invited to present to the first principal meeting of the school year. Since policy revisions take a great deal of time, the priority can occur while planning for and waiting for the approval of the policy revisions.

If an equity committee member is indeed invited to participate in the principal meeting, relationship-oriented behaviours will be used to motivate and encourage the equity committee to

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work together to plan ways to present the change at the principal meeting. The equity committee will utilize the information as described in the urgency stage. These items will be highlighted in order to convince the principals of the solutions highlighted in this OIP (as indicated by Kotter's (2012) fifth step), but also to communicate and frame the changes through a positive light that indicates that as a board, SB is committed to constant improvement and to ensuring that all students have a strong sense of inclusion, and that teachers can make these positive impacts on each student. This is further elaborated on in the Plan to Communicate the Need for Change and the Change Process section of this OIP.

The main stakeholders that are impacted by this change priority are the equity committee members, the senior manager of equity and inclusion, and principals within SB. If the equity committee is not permitted to attend the principal's meeting, the rest of the changes will still be able to be implemented through the equity lead teachers who will be provided with this information during the PD opportunities (described in priority #11).

***Priority #7- Present changes to manager of print services as well as manager of library services (Kotter's fourth Stage: communicate and convince others of the change and Kotter's fifth stage: removing barriers).***

With the support of the senior manager of equity and inclusion and the strategies planned by the equity committee, a representative from the equity committee will present these changes (described in the next change priority) to the manager of print services and manager of library services. As described in Chapters 1 and 3, currently the library and printing services are barriers when achieving the goal of SB's strategic goal of creating and sustaining safe welcoming schools since current images and texts within SB are unintentionally reinscribing White dominance. By communicating with the library department, as well as the print department of the need for change, this barrier to achieving the desired organizational state can be reduced.

Kotter (2012) highlights that "the purpose of Stage 5 is to empower a broad base of people to take action by removing as many barriers to the implementation of the change vision as

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possible at this point of the process” (p. 106). By presenting changes to the manager of print services and the manager of library services, the equity committee will not only focus on removing barriers and learning from implementation, as highlighted by Kotter (2012)’s fourth stage, but they also begin to empower the entire print and library department by being honest and transparent about the changes and encouraging organizational members to be open about any issues of discomfort that organizational members may feel. Any potential discomfort or resistance issues are described at the latter portion of this section. The equity committee members will present these changes to the manager of library and the manager of print services in a way that can directly model how these managers can present the information to their departments. Due to my limited agency, the equity committee members will propose that the manager of library services presents the changes to the library department.

In order to support Kotter’s (2012) fifth stage (removing barriers) and in order to support individual consideration (as highlighted by transformational leadership), the equity committee will plan ways to reassure and address organizational member’s (such as librarian’s) differentiated needs so that they can implement the changes more effectively. For example, checklists can be an effective tool to support individual needs because they can be done with little guidance and support but are still “concrete and easy to follow” (Kaweski, 2011, p. 147). Checklists will be created by the equity committee to support librarians in their selection process when purchasing new books. A sample of this checklist is provided in Appendix D. These checklists will incorporate supportive questions that can help librarians to ask critical questions about race when selecting and purchasing new books. For example, one of the librarian checklist questions is: Do you have any books featuring diverse characters that are not primarily *about* race or prejudice?

As a leader who believes in mentoring and supporting organizational members, these checklists will be modelled and further explained at the PD opportunities. As Appendix D highlights, there is also a signature requirement at the bottom of the checklist which hopes to support librarians to ask analytical questions that reflect a critical race theoretical lens. The signed

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checklists are sent to the equity committee and are used by the committee to assess areas of need and support. The information that the checklists reveal will be used for future PD opportunities for librarians and other board staff to ensure that the PD that staff are receiving are as impactful and meaningful as possible. This is further described in the Change Process Monitoring and Evaluation section of this OIP.

Similarly, the manager of print services will be asked by the equity committee (with the support of the senior manager of equity and inclusion) to present the changes to the printing department. This connects to Kotter's (2012) fifth stage that not only removes barriers, but also helps to disperse the changes into SB. The printing department will also be provided with a checklist (Appendix E) that they can use when printing and creating new images. Some questions that this checklist asks are: does the image include a *main* character of color? Does the image intentionally reinforce stereotypes such as featuring Black characters focus on slavery? Latino characters focus on immigration? The questions on the checklists not only supports organizational members with asking critical questions about race, it also encourages intellectual stimulation that urges organizational members to examine and analyze the images before purchasing and printing them. These checklists will also be modelled for the printing department, when they attend the PD, described in priority 11.

***Priority #8- Create Twitter, newsletter, email account (Kotter's sixth stage: generate short-term wins).***

This priority will only briefly be described since it is further elaborated on in the communication plan. A Twitter account, quarterly newsletter, and email account will be created and utilized by the equity committee to communicate "through multiple channels" (Cawsey et al., 2016, p. 48). Reasons for selecting these means of communication are anchored in literature in the Plan to Communicate the Need for Change and the Change Process of this OIP. These means of communication will also be used to highlight short-term wins, positive changes, and desired behaviours. As a leader who hopes to mentor and support organizational members, these forms of



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communication will also be utilized to support organizational members. For example, supportive and encouraging posts will be posted on Twitter, and the email account will be used to address any questions or concerns that stakeholders might have.

Examples of short-term wins that will be shared could be photos of the PD opportunities being implemented (described in priority #11). These posts on Twitter and the newsletters will demonstrate a commitment to the change and motivate and inspire organizational members to follow suit as highlighted by transformational/ behavioural leadership. The stakeholders impacted by this change are the equity committee members, the equity lead teachers, teaching and board staff, families of students, students and all stakeholders will be able to see the posts on Twitter. This will be an ongoing process. The equity committee will begin these communication initiatives, but they will re-tweet or share equity lead teachers' short-term wins as well.

***Priority #9- Begin PD training and present to the equity lead teachers (Kotter's sixth stage: generate short-term wins and seventh stage: make change stick).***

Short-term wins, such as the ones described previously will also be able to be communicated through the PD opportunities. For example, data can be presented to attendees such as observational notes (further described in the Change Process and Monitoring and Evaluation section of this OIP) that highlight the changes have made an impact on selecting classroom resources, such as images and texts that better reflect the diversity of SB.

PD sessions will help staff develop ways of applying CRT's subsect, counterstories. The goal of these PD opportunities is to model ways that teachers, and board staff can use "counterstories, as a methodological, theoretical and practical CRT tool" (D'Arcy, 2017, p. 636). These PD opportunities will be created and provided by the equity committee members who will be responsible for providing examples of dominant stories, for example, a news article, and then the equity committee members will also provide the other perspective that has not been told. This untold story is the "counterstory".

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Provincial policy (PPM 151) highlights that the third PA day of the school year must be used for teachers' PD in relation to equity, inclusion, and human rights (Ministry of Education, 2019). Due to this policy, there are already designated PD days (led by equity lead teachers) for teachers and librarians relating to equity and inclusion. This means that time and money is already provided for a similar initiative that this change can piggyback on.

As a transformational/ behavioural leader who hopes to inspire, intellectually engage, motivate organizational members, this structure will be formatted in engaging, practical, hands-on ways that model examples of how teachers and board staff can utilize counterstories in their own classrooms, for various grades. For example, teachers and board staff can be provided with a photo, and a perspective to take. One example of a photograph can be one that depicts a hilly, green landscape. The teachers and board staff can be asked to take the perspective of a real estate developer. In small groups, they can be asked to roleplay that they are a teacher and that the rest of their group members are their students. They can be given two minutes to creatively demonstrate how they would talk about this landscape photo from their real-estate perspective. Many members of the group can take turns. Afterwards, it can be highlighted that most of the teachers and board staff who are "role-playing" as students would represent the environmentalist perspective. The PD workshop would model ways that staff can self-reflect and ask questions about how the students (who represent an environmentalist mindset in this scenario) would feel about their approach to this photograph? Would they feel included? Would they feel valued and important? Would they feel understood? Would a child believe the teacher's dominant perspective or stay true to their own experience? Issues associated with taking one, seemingly harmless, dominant perspective will be made visible.

In order to directly connect to the classroom and current images and texts, current images and texts that are used in classrooms within SB will be highlighted. Since a transformational/ behavioural approach is being utilized for this OIP, these resources will further support this approach as they will be used to model ways to ask critical questions (as reflected by CRT) such

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as, which perspectives do my students represent? Which perspectives does this resource represent? The created checklists (Appendix D and E) will be modelled and utilized during this PD to model desired ways to think critically about the images, texts and resources that are used in schools and classrooms. Another real-life application strategy that this PD will utilize is a counterstory in action. For example, the issues with current texts and images are discovered by asking critical questions, through the modelled reading of a story about the Christopher Columbus perspective and then through reading the counterstory that highlights the Indigenous perspective. One example of a counterstory to Christopher Columbus is *A Coyote Columbus Story* (King, & Monkman, 2002). A list of other teaching and learning resources, as well as the counter perspective, will be created by the equity committee and provided to the attendees of the PD so that they can directly implement some of these strategies into the classrooms, not only in forms of stories and texts, but as depicted by the illustrated example, also in image/ photographed form.

After the PD opportunities for the equity lead teachers, surveys will be used to gain feedback, which is further described in the communication section of this chapter. The surveys will ask questions about any issues that the equity lead teachers have encountered when attempting to implement the changes highlighted by the PD. Using the feedback, the equity committee members will work with the senior manager of equity and inclusion to adapt the learnings from the PD workshops. As a change leader who believes in constant growth, the PD sessions will adapt and improve, based on feedback. Thus, after PD is provided to the equity lead teachers, the feedback will be utilized to make improvements to the PD workshops before presenting to other board staff. LaBombard (2009) writes that in order to motivate and inspire teachers through PD sessions, the substance of learning must be related to concerns, challenges, or problems encountered in their actual work lives. As a leader who is concerned with motivating and inspiring staff, feedback from equity lead teachers will directly be utilized to make improvements and connect to real challenges and problems that teachers face in an attempt to address them and make the learning more meaningful.

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***Priority #10- Equity lead teachers will present changes to teachers and librarians (using September staff meeting) (Kotter's sixth stage: generate short-term wins and seventh stage: make change stick).***

Similar to the process with the managers of library and print services, the equity lead teachers will present the changes to the teachers and librarians at their respective schools at the first school meeting (September). At this time, the equity lead teachers will be able to introduce the notion that PD is occurring, and they will be able to promote the equity Twitter account.

***Priority #11- Teachers will begin PD and will be provided with posters and images (Kotter's sixth stage: generate short-term wins and seventh stage: make change stick).***

This next prioritized change of thoughtful and intentionally providing teachers and students with texts and images that represent the new student demographic within SB is in alignment with the board's mission and values that emphasizes the need for creating welcoming schools for all students (Strategic Plan 2017-2022, 2017). Choi, Laibson, Madrian, and Metrick, (2001) highlight that employees often follow the path of least resistance and therefore change agents can use the path of least resistance to powerfully influence employee behaviour. By providing teachers and students with inclusive images and texts to use in their classrooms, there is a higher likelihood that it will be implemented since the path of least resistance will be to use the images and texts provided versus buying or creating new ones. The provided resources are meant to be utilized as a starting point to help organizational members to begin to make the changes. The equity committee will drive this second change and will assist with not only selecting and approving texts and images used in SB, but they will also help to distribute these resources during the provided PD workshops. Other resources will naturally replace the current resources used at each school and will continue to be ordered and delivered to each school, as per normal process.

The purpose of the PD is to ensure that staff are aware of how to use counterstories and how to strategically select images and texts that reflect the diverse backgrounds of their students, in their schools and classrooms and that staff will select texts and images in which their students

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are represented. Although images and texts are easy to use once they are provided to SB's staff, the PD opportunities will help staff to gain a stronger appreciation for why inclusive resources are important and a new understanding of how to use the provided texts and images to build a positive classroom. When referring to inclusive resources, I am referring to resources that reflect the racial diversity of the students in the classroom, without White reinscription. The PD opportunities will also provide staff with the opportunity to learn how to view images, texts, and other elements through a critical race theoretical lens (using similar analytical questions as Appendix D and E). The PD opportunities will involve workshops and will also involve classroom observations where teachers will observe classrooms of equity committee members in order to be exposed to applicable examples of how a critical race theoretical approach can be applied to a classroom, through images and texts.

### **Potential stakeholder reactions and ways of addressing them.**

A potential stakeholder reaction is that stakeholders may have serious doubts about the impact and effectiveness of change. These concerns will be addressed by making continuous improvement the norm as one way of reducing the perceived threat of change. By making continuous improvement the norm, a change leader "challenges everyone to regularly question the status quo and seek to improve existing practices as part of their ongoing activities" (Cawsey, Deszca, Ingols, 2016, p. 244). The concept of continuous improvement is embedded in the change plan since goals are clearly highlighted but there is not a clear beginning or end, the idea is to continuously grow and show improvement and adaptations based on the demographic of the students and the results of *OurSCHOOL* survey. Additionally, plan adjustments will be made in relation to communication. As previously mentioned, two-way communication will be utilized to help stakeholders to feel "positive, engaged, informed, and hopeful, these emotions can be harnessed in support of the change" (Cawsey, Deszca, Ingols, 2016, p. 223) and so change agents can learn from their stakeholders concerns. Two-way communication will occur through social

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media, through engaging stakeholders through PD sessions and surveys, which are addressed in the communication section of this OIP.

An additional stakeholder reaction might be that stakeholders may have an emotional response and get defensive because many teachers take pride in the ability to create an inclusive classroom climate. They might be defensive or in denial that these issues include them and their classrooms/schools. As a behavioural leader, who functions through a transformational leader lens, I will adjust plans by continuously educating stakeholders about the negative effects that images and texts have on students' perceptions of their learning climates, so they have a better understanding. This will be done through the education of issues relating to binary thinking (Elbow, 1993). When referring to binary thinking, this OIP is referring to the notion of labelling things as Black vs White, right vs wrong, good vs bad prevents people from being able to personally reflect on one's personal needs. No one ever wants to view themselves as potentially contributing to the inequity of students. Through the removal of binary thinking, stakeholders can begin to work on the notion of excellence through constantly growing and improving in their approaches to try to make their learning climates more positive by accepting that we all need to grow and improve but it does not mean that what we are currently doing is "wrong" or "right" but instead is growing and improving. Additionally, as a transformational/ behavioural leader, I will behave in ways that will positively highlight and acknowledge those that are committed to this change and are demonstrating behaviours as a way to motivate stakeholders through this notion of avoiding binary thinking.

A third potential stakeholder reaction might be that stakeholders' perceptions of negative consequences of the change may be a reality. For example, through a venting session, I have already heard stakeholders mention that the younger generation is becoming "too politically correct" or "too sensitive" and that issues relating to the POP are not necessary. As previously mentioned, strategies such as the notion of appointing "highly respected, positively oriented stakeholders to chair significant committees or other change initiative structures" (Cawsey,

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Deszca, Ingols, 2016, p. 223) will help to create an organizational culture that embraces change and feels positive about change. If respected individuals are supporting and actively participating in this change, due to an intentional bandwagon effect, other stakeholders will want to be a part of and accepted by this majority group (Shim & Oh, 2018). People have a “need to belong” that will be used to lead selective participation and engagement in which, I can drive change through the use of my “own bandwagon (new paradigm of bandwagon creation) where people want to act as if they belong to a majority group of public opinion” (Shim & Oh, 2018, p. 182). This will help to build a commitment for change.

Wilkins and Kaiser (2014) highlight that there is a possibility that organizational members “may unintentionally justify the existing social structures that rationalize the status hierarchy and support the status quo” (p. 440) which may cause stakeholders to resist the changes. Three studies provide evidence that equity and inclusion initiatives can be perceived as a threat to the status hierarchy, which causes those in power to support that hierarchy (Wilkins and Kaiser, 2014). According to Wilkins and Kaiser (2014), although equity and inclusive initiatives ensures progress in a more inclusive direction, the perception of threat to hierarchy, can cause stakeholders to resist change due to the potential perception of White fragility. White fragility refers to the discomfort or defensiveness that a White person may experience when confronted with issues relating to race. There is a need to address this reaction and resistance to change, not only for the stakeholders but for the greater good of society since Wilkins and Kaiser (2014) believe that “If societies are to become more equal, it is critical to identify strategies that allow high-status groups to perceive social progress in a nonthreatening way” (p. 445). The notion of privilege and bias will be addressed by using current literature and research that highlights the notion that those who are preventing or resisting change are rationalizing status hierarchy in their support of the status quo instead of supporting a more inclusive change within SB. For example, resistors will be framed in ways that if one is not progressing, they are regressing and can contribute to the negative bias that is currently being reinscribed in current images and texts. This

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framing will be built through the PD sessions as well as through Twitter posts, and newsletters since educators have an ethical responsibility to serve all students and in doing so, must recognize their own privilege. These communication tools will also be used to share relevant data and research that educates stakeholders about resistance and strategies for overcoming personal bias, and opportunities for personal growth such as sharing links to personal questionnaires. As a leader who believes in leading by example, the communication tools will also highlight the positive behaviours of staff and other SB stakeholders that are supporting the change and trying to make a positive difference for the school board. Life-long learning and personal growth will also be promoted through the communication tools.

I will seek to understand stakeholder reactions to change using venting strategies. Lewis (2012) explains that venting sessions involve providing organizational members to have opportunities to “truly let the feelings and concerns” (p. 70) out as a way to assess feedback and monitor organizational members’ reactions and feelings about the changes. Change leaders can utilize this information to allow stakeholders to voice their feelings and concerns while signaling potential problems that stakeholders may identify. Additionally, online surveys will be used as anonymous ways of gaining information about how stakeholders are feeling about the change before, during, and after the change has occurred. These surveys can be completed during PD sessions and are further described in the Change Process Monitoring and Evaluation section of this OIP. Surveys provide opportunities for several respondents to share their opinions and they can be used for internal and external stakeholders (Cawsey, Deszca, & Ingols, 2016). Surveys are effective for accessing beliefs and attitudes about change and they help change agents to “understand why people react to the change as they do and how those reactions are likely to evolve overtime” (Cawsey, Deszca, & Ingols, 2016, p. 219). Effective change agents are aware of stakeholder’s reactions and they address them before the reactions further evolve.

Casey, Deszca, and Ingols (2016) highlight the issue that change agents usually promote and initiate change because they believe in the cause and benefits of the change. However, it is



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important to anticipate a variety of reactions from stakeholders since the perceptions of, and reactions to change, impact change-related processes which is why change leaders must prepare for reactions and perceptions carefully, and implement strategic tools to address the reactions of stakeholders (Cawsey, Deszca, & Ingols, 2016). Stakeholders often have mixed feelings about change and mixed feelings “are further intensified when people lack confidence that the change will produce the intended results” or when people may be feeling “ill informed or misled” (Cawsey, Deszca, & Ingols, 2016, p. 219 and 226) due to a communication process flaw which is why it is important to have two-way communication with all stakeholders so that everyone is aware of the statistics, facts and other reasons for the change as well as the plan to improve those statistics.

The notion of a communication flaw relates to Kotter’s (2012) fourth step of the change process which highlights the importance of communicating the change in ways that “capture the hearts and minds of most employees by communicating through multiple channels” (Cawsey et al., 2016, p. 48). The need for change will be highlighted through the PD workshops in ways that directly impact teachers and provide teachers with motivation that they can make a positive impact on students’ perceptions of their learning climates and on their feeling of belonging within SB.

### **Building momentum for change.**

Another way to address stakeholders’ concerns and to encourage them to commit to the change plan is by building momentum for the change and to celebrate short, medium, and long-term goals that support the desired future state of SB. In order to celebrate these goals, they need to be clearly identified and highlighted - as seen in Table 4 (Ontario Health Quality, PDSA Cycles). This table is organized into short term and medium-term goals because, as Kotter argues, celebrating short term wins (through clearly laid out goals) helps to build momentum and undermines cynics and other resistors to change (Kotter, 2012). Although Table 4 connects to the monitoring and evaluating section of the OIP, it helps to ensure a seamless rollout of the

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implementation. Part of the implementation plan involves constant reflecting and monitoring throughout since refinements can be made to help improve the change. The next section of this OIP will elaborate on the specific monitoring and evaluation strategies and tools as well as the refinements to the change plan.

Table 4- Implementation Goals Per Term

Short Term Implementation Goal	Medium Term Implementation Goal	Long Term Implementation Goal	Building Momentum and Celebrating Wins
Changes will be implemented with only one school within SB.	With feedback and potential adjustments, based on the short-term benchmark, the changes will begin to roll out to all schools in the family of schools.	With feedback and potential adjustments, from being rolled out to several schools, the changes will be fully implemented to all schools within SB.	Since pilots are useful in building momentum and to celebrate wins, the short term, medium term, and long term benchmarks are created in ways that allow smaller to greater implementation of changes in the hopes of seamlessly applying the rest of the changes (Kempster, Higgs, & Wuerz, 2014). Pilots are widely used to “detect failures of new developments and to increase the success rate of the launch of a new product or service” (p. 153).
<i>OurSCHOOL</i> survey indicates that only 6.1 out of 10 students rate the learning climate of their classrooms as positive (SB, 2014). The short-term performance indicator is that the <i>OurSCHOOL</i> survey results (completed and analyzed by SB) will increase from 6.1 out of 10 to 6.3.	Performance indicators: <i>OurSCHOOL</i> survey results will increase from 6.1 out of 10 to 6.5 out of 10 (as not all schools will have the change fully implemented).	Performance indicators: <i>OurSCHOOL</i> survey results will increase from 6.1 out of 10 to 7 out of 10 students rating the learning climates as positive with the full implementation of the change plan to all schools within SB.	Since the benchmarks are organized in a way that allow adjustments and improvements, goals will be altered as time goes on, as need be.
A critical race theoretical lens will be utilized to provide teachers and students, from one school, with texts and images that represent the new student	A critical race theoretical lens will be utilized to provide teachers and students, from the family of schools, with texts and images that represent the new	A critical race theoretical lens to thoughtfully provide teachers and students with texts and images that represent the new student demographic within SB, in order to support students’ perceptions of their learning climates. This	Any increases will be celebrated and highlighted to build confidence and momentum as it is still contributing to the success of the change within SB. This cascading rollout plan identified with the short, medium- and long-term benchmarks creates intentional momentum building. Wins will be celebrated (through Twitter, and newsletter bulletins). This will be explained further in the communication section of this chapter.

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demographic within SB.	student demographic.	will be fully applied to all schools in SB.	
The PD opportunities will be brought to the manager of equity and inclusion for approval.	The medium-term goal is to create the PD curriculum/ presentation.	The long-term goal is to implement and present the PD curriculum/ presentation to teachers within SB.	<p>Teachers will be provided with certificates for completion of the PD sessions and will be positively reinforced on the newsletters and Twitter.</p> <p>Positive reinforcement increases the probability that the desired behaviors will continue and that the stakeholders “will tend to adopt it as a habit” (Rogers, 2018, p. 4). Teachers who participate will be highlighted in the newsletter bulletin as positive reinforcement. This helps to “reinforce the behavior that is close to the desired behavior, then raise the criteria for reinforcement in small steps until desired goal is reached” (Rogers, 2018, p, 4).</p>

**Limitations.**

As previously mentioned, policies must go through a long process before changes can be approved. Limitations relating to policy change involves timeframes for policy changes as it can take a large amount of time to change, and then again to fully implement. Although the updating of policies is selected as the first priority for change, it has some limitations. Since the revisions of board policies may not be approved, the changes will not be mandated, which provides limitations to the implementation of the change plan. Without approval, the changes can still be implemented, but policies will solidify and guarantee that these changes are mandated throughout SB. Without the approval, these changes will not be mandatory. Without policies mandating these changes, it will be a challenge to ensure that personnel are committed to the change.

Additionally, as previously referenced, stakeholders might not see the PoP as a serious issue, might feel that equity initiatives are already being implemented or that “enough is already being done”. Stakeholders may not be on board with these changes which can slow down the implementation process. Although these changes are being driven by the equity committee, the senior manager of equity and inclusion, and the equity lead teachers, the support of a variety of

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stakeholders is necessary in order to fully implement the required changes. The implementation of this plan is limited since it relies on support from stakeholders within SB.

There are also scope limitations to this issue, and although this OIP is the first step, and will improve students' perceptions of their learning climates, there may also be other contributors to students' perceptions of their learning climates beyond images and texts that are outside the scope of this OIP. The notion of focusing solely on race causes a limit to the scope since these other factors may also contribute to students' perceptions of their learning climates. I intentionally focused on this scope but the fundamentals of CRT, and counterstories can still apply to gender, age, religions, sexual-orientation, ability levels etc. This limitation is important to consider. Although teacher-student relationships, social economic status, and mental health are only some of the additional contributing factors that influence the learning climates, images and texts represent a small but significant level of impact.

### **Change Process Monitoring and Evaluation**

Through effective monitoring and evaluation, change agents ensure that the organizational changes are in alignment with the direction highlighted by the OIP. In order to monitor and evaluate change, data (relating to the implementation and effects of the changes) is gathered and analyzed using specific tools that connect to each step of the change process. Short, medium, and long term monitoring and evaluation of change strategies are described in this section using a Plan-Do-Study-Act (PDSA) cycle. Since the PoP surrounds abstract ideas that relate to students' perceptions of their learning climates, the PDSA cycle provides a tangible way to monitor and evaluate how much change is being made and informs possible refinements that will be required in the change plan. Appendix F demonstrates the application of the PDSA cycle and provides a visual representation of the format used within this OIP at various stages of Kotter's 8-stage change process.

PDSA is a four-stage cycle that provides a practical way to test changes that have been implemented for its effectiveness, or lack thereof ("Health Quality Province", n. d.). PDSA

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enables change agents to adapt, change, or remove any issues relating to the change and focus on the positive improvement of the organization. The first stage, “plan”, concentrates on creating the goals and objectives for change and developing a plan that will be carried out throughout the cycle (“Health Quality Province”, n. d.). The planning stage involves creating a plan by asking questions relating to the organization and making predictions about the answers to questions such as: what are we trying to accomplish? and when should we implement it? The second phase of this cycle focuses on carrying out the change. The “do” stage “involves implementing the plan, monitoring for problems and unexpected outcomes” (Murray, 2018, p. 376). It sets the stage for gathering and analyzing data regarding the impact and effectiveness of the change (“Health Quality Province”, n. d.). The “study” phase focuses on the analysis of the data and compares data to the predictions made in the planning stage. Additionally, the “study” stage summarizes the findings of what was discovered in the “do” phase after carrying out the plan (“Health Quality Province”, n. d.). The final stage is “act”. This stage is about refining the plans if necessary. It asks questions such as: what changes need to be made? The “act” stage highlights next steps and informs a new cycle in this ongoing improvement process (“Health Quality Province”, n. d.). The PDSA cycle is “then repeated for continuous improvement” (Murray, 2018, p. 376).

### **First step of the PDSA cycle: plan.**

The first step of this four-stage model is to plan the required change by asking questions about what the change agent is trying to achieve and what the problem is within the organization (Christoff, 2018). These questions help to identify the reasons for change and helps to formulate a plan. The planning stage will be done with the equity committee to effectively plan ways of monitoring the overall goal which is to use a critical race theoretical lens to select classroom resources, such as images and texts that better reflect the diversity of SB. As a transformational/behavioural leader, I want to motivate and engage the equity committee to creatively collaborate and think of effective ways that we can monitor the impact and the effectiveness of the changes. As indicated in Christoff’s (2018) article, developing a plan helps to indicate how, when, and

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where the change will be implemented as well as the possible predictions surrounding outcomes of the change. In chapter 2, a CFL was utilized to predict potential outcomes because it connects various elements that have an impact on the PoP. For example, when texts and images within the board are selected using a critical race theoretical lens, this might impact how students perceive their learning climates. The equity committee will be able to utilize the CFL and the *OurSCHOOL* survey results to help to plan ways to monitor the changes as well as expected and unexpected outcomes that might result from the changes.

Furthermore, in the first stage of the PDSA cycle, there are timelines associated with each solution. The first solution, relating to updating policies, needs approval from several committees as well as the trustees. The timeline associated with updating policies is somewhat lengthy and is anticipated to be completed within 3 school years (by September 2022). The policy changes will be monitored on a long-term and ongoing basis through the *OurSCHOOL* survey results. The *OurSCHOOL* survey results will be utilized as a pre- and post evaluation to assess the effectiveness of the changes. This can be analyzed by the equity committee at the beginning and the end of each school year to look for improvements in student responses when asked how they perceive their learning climates. Abildgaard, Saksvik, Nielsen (2016) highlight that pre- and post data are effective for gaining qualitative methods to explain unexpected effects of intervention and change processes. Additionally, once policy changes are approved, observational notes will be completed by equity committee members to note the types of books provided in each school's library to see if there is an increase in books that better reflect the new student demographic.

The second solution, the implementation of inclusive images, texts and counterstories (assessed through a CRT lens), will begin in January 2021 but can take up to 5 years to fully implement. This change will be monitored in June 2020, on a medium-term basis. This solution will be monitored while attending the observational PD opportunities. Equity committee members will take observational notes regarding what resources are provided in the classroom, and used by

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the teacher, to highlight if the images and texts used in those classrooms are better reflecting the student demographic.

The third solution, the implementation of PD opportunities, can be executed as soon as September 2020. This change will be monitored on a short-term basis using observational notes. These observational notes will be taken by equity committee members in two forms. In the first form, the equity committee members will take observational notes of the type of conversations and types of questions being asked among attendees of the first PD session (setting the stage for classroom observations). Furthermore, the equity committee members will also take observational notes of the images and texts used in the classrooms, while participating in classroom observations as designed by the PD. Ferguson (2012) highlights the potential issue that a single deployment “observational protocol can have major consequences, then many teachers may temporarily alter their behaviors during the measurement period to try to influence the outcome” (p. 25) which is why PD workshops will be provided before the classroom observations (setting the stage) and after the classroom observation (debriefing). These observational notes will then be compared by the equity committee members to highlight whether staff are beginning to ask more critical questions when discussing classroom resources, such as images and texts.

There is a need to begin these changes quickly due to pressure from the Province who has requested data regarding the diversity of students and their academic achievement by 2023 (Crawley, 2017). This sense of urgency directly connects to Kotter’s (2012) stages. Furthermore, since these monitoring initiatives are led by the equity committee, Kotter’s (2012) second stage is also interconnected to this planning stage of the PDSA cycle. Since the overall goals and strategies are led by the overall mission and vision, created by the equity committee, the plan stage connects to Kotter’s third stage. The connections between Kotter (2012) and the PDSA model are further depicted in Appendix F.

**Second step of the PDSA cycle: do.**

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The second step of the PDSA model highlights the importance of carrying out the plan and documenting progress throughout the implementation of the change plan (Christoff, 2018). The “do” phase of the PDSA model involves observing and documenting the effects of the change before the full implementation of the changes are applied and reflected on in the “act” phase (Christoff, 2018). For example, during the implementation of the PD, participants will be asked to complete an online survey to provide feedback to the equity committee about any issues or any successes of the sessions. This stage is not only about implementing the changes but is also about recording information and documenting intelligence long the way which will be examined in the next stage of the PDSA cycle. The short, medium, and long-term goals are described in the Change Implementation Plan section of this OIP. These goals describe the changes in a scaffolded fashion where the changes will occur at one school first, then to the family of schools, and afterwards to all schools within the board. This ensures that the effects of the changes can be documented and observed, before fully implementing them to all schools within the board.

In this “do” stage, the beginning of the rollout of the changes will be applied, and then will be tested for effectiveness. For example, since these changes will be applied to one school first, the teachers and board staff related to that one school will be the first to participate in the PD sessions regarding the effects of images and texts and how to see images and texts through a CRT lens. Those staff members will also be the first ones that are provided with images and texts that have been analyzed and approved through a CRT lens. The ways of observing and documenting the changes are described in the plan stage of the PDSA cycle, although this plan is a guideline as it will be created with the equity committee members so that they have an inspiring vision and are motivated to work towards the anticipated change goal.

This second stage of the PDSA cycle directly connects to Kotter’s (2012) fourth and fifth stage. Kotter’s (2012) stages focus on communicating change and removing barriers and learning from implementation. Through applying the suggested solutions, the equity committee will continue to communicate and keep organizational members apprised of the changes while



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attempting to remove barriers by taking observational notes of the resources provided in libraries and classrooms within SB. For example, if a school is lacking counterstories in their resources, I can help to remove that barrier by providing a list of suggested books and other resources.

Additionally, since observational notes will be taking during classroom observational PD, another way to try to remove barriers is to take notes of the images used in the classroom and help to order additional resources for that school/ classroom, especially since resources such as images and texts will be provided to teachers during PD. As a transformational/ behavioural leader, it is important to consider each individuals' needs and by removing barriers, I provide guidance and support for anyone who needs it.

### **Third step of the PDSA cycle: study.**

As part of the “study” stage of the cycle, the equity committee will analyze and summarize the data gathered during the “do” stage in order to evaluate if the changes implemented have resulted in positive changes regarding images and texts that better reflect the racial diversity of SB. For example, since the CFL highlighted that when texts and images within the board are selected through a critical race theoretical lens, this might impact how students perceive their learning climates. The equity committee members will be utilizing pre- and post *OurSCHOOL* results to assess if these changes are having an impact on how students perceive their learning climates. The *OurSCHOOL* survey results will be reviewed each September and then compared to the results after implementing the changes to see if there is an increase from 6.1 out of 10 students perceiving their learning climates as positive. A summary of this comparison will be completed by the equity committee.

Additionally, the data gathered during the application of the second solution, the implementation of the provided images, texts and counterstories, will also be reviewed and analyzed. Equity committee members will compare their observational notes to recognize if there are trends in their observations and if these trends highlight increases in the number of images and texts used in classrooms that better reflect the student demographic.

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As previously mentioned, the equity committee members will also take notes of the conversations and the types of questions being asked during the final PD session (after the classroom observations). In this stage of the PDSA cycle, these observational notes will then be compared by the equity committee members to highlight whether staff are beginning to ask more critical questions when discussing classroom resources, such as images and texts.

As mentioned, Kotter's fifth step of the change process highlights the importance of removing barriers and providing access to the change so that it can be implemented more easily (Kotter, 2012). The progress and the impact of the change will also be recorded using observational notes in the hopes of identifying potential barriers in an attempt to remove them. Observational notes and the analysis of those notes will also be used in these classrooms to document whether the PD opportunities are truly helping teachers to use texts and images, and implement counterstories effectively.

This "study" stage of this process links to Kotter's sixth stage: generating short-term wins. The predicted results pertaining to these observational notes are ones that will be shared and presented as a short-term win. A short-term win can be generated by finding the positive in any scenario so that "those who were working so hard to produce meaningful change, planning for the short-term results provided milestones they could look forward to while achieving the actual wins gave them a chance to pat themselves on the back" (Kotter, 2012, p. 125). Kotter (2012) highlights that good short-term wins are visible, clearly related to the change initiative, and unambiguous. For example, even if the observational notes highlight that changes have made an impact on selecting classroom resources, such as images and texts that better reflect the diversity of SB, this result can be framed as a short-term win because the observational trends will be visible for organizational members to see, unambiguously as the trends will be clearly highlighted, and will demonstrate a growth that is directly related to the change initiative. A short-term win can even be generated in results that are not typically viewed as positive, since there is positive learning that arises from every situation. It is important that staff, students, and other

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stakeholders are actively engaged and motivated to change, which is why short-term wins will be framed in this manner. Short-term wins help to keep stakeholders positive about the change and its progress so that they continue to be committed to the change. The communication of these short-term wins is highlighted in the next section of this OIP.

### **Fourth stage of the PDSA cycle: act.**

The final step of this PDSA model is act. The act stage involves the decision to adopt, adapt or abandon the change plan “based on the evaluation of the data in the prior phase” (Christoff, 2018, p. 199). It involves reflecting on the plan and on the outcomes of the change and then refining the plan accordingly. This final stage of the PDSA model helps to plan for the next PDSA cycle with the incorporation of any modifications that are necessary from the “study” stage. For example, since these changes are being implemented to one school first, and then to the family of schools before being implemented to the entire board, this stage of the PDSA cycle helps to clarify where changes need to be made before planning and implementing the changes to all the schools in the board. For instance, if the observational notes are highlighting the notion that teachers still do not have counterstories or images and texts that better reflect the diversity of the students, then the PD sessions may increase from a 3-part session (workshop before the classroom observation, the classroom observation and, post observation work) to 6 sessions. Also, another adaptation could be to include feedback surveys during each of the PD sessions to gain further insight to any potential implementation issues or concerns. These adaptations will be addressed with the equity committee before revisiting the planning stage of the PDSA cycle for the next change cycle.

The “act” stage of the PDSA cycle directly connects to Kotter’s (2012) seventh and eighth stage. Kotter’s (2012) seventh stage is about consolidating gains and producing more gains which directly connects to this stage of the PDSA cycle because even if positive results are occurring due to these changes, in order to produce more gains it is important to highlight what is working and continue in that direction in the hopes of increasing the improvements. Kotter (2012)

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highlights that in order to consolidate more wins, “The guiding coalition uses the credibility afforded by short-term wins to tackle additional and bigger change projects” (p. 150).

Additionally, in order to anchor the changes into the organization, plans often need to be adapted and adjusted first since a change leader can only anchor changes into an organization “after people see the connection between the new actions and the performance improvement” (p. 165).

For example, if these changes result in an increase of the *OurSCHOOL* survey results (particularly relating to the question about students’ perceptions of their learning climates), then the changes are beginning to be anchored into SB. Kotter (2012) highlights that “only at the end of the change cycle does most of this become anchored in the culture” (p. 165). Furthermore, if the suggested policy revisions are accepted, this will also help to anchor the changes into SB.

Both transformational and behavioral leadership focus on this step of the PDSA model. Transformational leadership emphasizes the need to make adaptations, transformations and alterations to an organization, and behavioural leadership is defined as an approach that focuses entirely on modelling change through how leaders act and how they conduct themselves (Delucia et al., 2011). This leadership method propels and supports change within SB by modelling this change through ideal behaviours such as using a critical race theoretical lens while communicating in formal and informal settings at the workplace and through utilizing and promoting images and texts that represent a CRT lens. Transformational/ behavioural leaders can also model how to ask questions about, and look critically at, all forms of images and texts in order to recognize whose voices are, or are not, being heard. Additionally, by continuing to intellectually stimulate organizational members by encouraging them to take risks and solve problems together (such as what should be adapted), by adhering to high levels of moral conduct throughout the entire change process (even if results are not progressing the way a change leader might hope), by encouraging team spirit within the equity committee and the equity lead teachers while supporting and acknowledging organizational members needs, a transformational/

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behavioural leader can strongly support this change initiative while implementing the PDSA model to monitor and evaluate the changes (Bass & Riggio, 2005).

### **Conclusion.**

In order to monitor change, data will be gathered and analyzed by the equity committee. Short, medium, and long term monitoring goals will be created in the “plan” stage of this PDSA cycle. The PDSA cycle helps to monitor and evaluate changes while providing a concrete way of capturing the effects that these changes have at SB. The evaluation and monitoring processes inform possible adaptations that will be required in the change plan, as described above. Just as monitoring and evaluating change is important for effective organizational change, it is equally important to create an effective plan to communicate the need for change. It is also important to create a plan that highlights the change process which is further described in the next section of this chapter.

### **Plan to Communicate the Need for Change and the Change Process**

Change agents need to build awareness for the need for change to develop stakeholders’ commitment to the organizational transformation. Through this OIP, education and information are used to raise awareness of the need for change but also to support the change process. If stakeholders only see “the unraveling of what they’ve worked to accomplish and/or unpleasant alternatives ahead for them, they will be very reluctant to embrace change proposals” (Cawsey, Deszca, Ingols, 2016, p. 111). Therefore, education and information will be used to raise awareness of the need for change since, according to Cawsey, Deszca, and Ingols (2016) reluctance to change may be a result of a lack of information. As a transformational/behavioural leader, I believe that all recipients of change need to have awareness of the change in the hopes of reducing reluctance and gaining committed individuals that understand and support the change. Parents, administrators, teachers, librarians, and students are directly impacted by the change and they will be informed and made aware of reasons for change, what to expect, and what the goals are regarding the change.

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According to Cawsey, Deszca, and Ingols (2016) there are four main goals associated with communication plans. First and foremost, the goal of the communication plan is to infuse the need for change throughout the organization (Cawsey, Deszca, & Ingols, 2016). Secondly, communication plans enable individuals to understand the impact that the change will have on them (Cawsey, Deszca, & Ingols, 2016). Thirdly, it is important to communicate any structural and job changes that will influence how things are done and, lastly, it is important to keep people informed about progress along the way (Cawsey, Deszca, & Ingols, 2016). As the change unfolds, the focus of the communication plan adapts and shifts as there are always future considerations that need to be considered to perfect the change.

Furthermore, Cawsey et al., (2016) describe that a communication plan has four phases: prechange approval, creating the need for change, midstream change and milestone communication, and finally confirming and celebrating the change successes. The prechange phase involves the need to convince top management that the change is needed (Cawsey et al., 2016). This phase targets those who are required to approve the changes, they are listed as the target audience in Appendix G. The “developing the need for change” phase involves communicating a clear rationale for change and spreading awareness for the required change (Cawsey et al., 2016). This is where Kotter’s sense of urgency will be provided, through utilizing data such as current literature and *OurSCHOOL* survey results while reassuring employees that they will be “treated fairly and with respect” (Cawsey et al., 2016) during this change process.

Kotter’s notion of highlighting the vision for change will also be embedded into this phase while emphasizing the clear steps that will be taken and the benchmarks that will be aimed for. These benchmarks were depicted in the Change Implementation Plan in Table 4. The third phase, midstream change, involves communicating information while the changes are being implemented so that stakeholders are aware and involved in the change process. At this stage, those involved (as highlighted by Appendix G), will be notified of the intentional strategies that will be used to communicate and update change (such as the newsletter and Twitter notions

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described below). The fourth communication phase is confirming the change phase (Cawsey et al., 2016). This phase involves Kotter's (2012) notion of short-term wins because this is needed "along the way to mark progress, reinforce commitment, and reduce stress" (Cawsey et al., 2016, p. 322). Appendix G uses these phases to organize a communication plan in the hopes of ensuring clear and persuasive communication to all stakeholders in the attempt to gain support and commitment to the change.

Klein (1996) highlights six principles that should be involved in a communication strategy which is in alignment with this OIP. The first principle is the need for messages to be spread using several means (Twitter, newsletters, and PD sessions), in order to ensure that stakeholders are able to retain the messages that a change leader is trying to highlight. Caswel et al. (2016) writes that too often, change leaders "believe that since the message was sent, their work is done" (p. 323). Therefore, Klein (1996) highlights the need to move beyond that and focus on ensuring that the messages sent by change leaders are retained by stakeholders. Another principle that Klein (1996) highlights is that face-to-face communication is the most effective, which is why this communication plan incorporates various communication forms including online social media accounts, newsletters, and face-to-face communication with top management, staff, and with the community SB serves. The steps to achieve the above objectives in Appendix G, in combination with Kotter's 8-stages, and Klein's principles are described below.

### **Prechange Phase.**

With support from the senior manager of equity and inclusion at SB, a representative of the equity committee will ask to present to the policy committee meeting as well as the principal meeting in September 2020 to make top management aware of the needed changes, potential impact of changes and to highlight the results of the *OurSCHOOL* survey question, relating to students' perceptions of their learning climates. During this meeting, a member of the equity committee will create a sense of urgency for the change (Kotter's first stage) by providing a clear and concise presentation (described in the change implementation plan) relating to the province's

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request for data concerning the ethnicities of students and how this could impact the board's public reputation (as described earlier in this OIP). Additionally, data will be utilized in this presentation to highlight the notion that the student demographics within SB are drastically and rapidly changing and that since many students already do not perceive their learning climates as positive, according to the *OurSCHOOL* survey results, change is necessary. This presentation will highlight the expected changes and will use relevant literature, such as Salle, Zabek, and Meyers (2016), to inform top management of the effect that the current images and texts may have on students' perceptions of their learning climates and the benefits of utilizing a critical race theoretical lens and counterstories to address the issues with current texts and images. As described by the Change Implementation Plan, as a transformational/ behavioural leader, the equity committee will model how to present this presentation to staff members since the equity lead teachers will be required to present this information to their staff at the first staff meeting in September 2020. This concept is explained in the Change Implementation Plan section of this OIP.

The presentation will be clear and easy to present to teachers as it lays out the changes one can expect. It will also highlight the importance of making change in the hopes of encouraging teachers to be committed to this change. The presentation will attempt to build commitment and dedication to the change by providing information and educating teachers and librarians about the statistics relating to critical readings of several reliable studies, that highlight that there are subtle and insidious ways that visuals "reinforce the dominance of Whiteness in organisations" (Pechenkina, 2016, p. 187) such as SB. Current literature suggests that images and texts, such as ones currently used in SB, have an impact on creating a positive learning environment for students "as they transmit overt and covert societal values, [and] assumptions" (Ndura, 2004, p. 143) which strongly affects all students, especially those from racialized backgrounds. This type of literature will be utilized to highlight the connection that images and texts have on students' perceptions of their learning climates. This connection will be framed in a



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way that emphasizes that in order to support the mission and vision of SB since SB's slogan is *Belonging and Accomplishing*, students need to be reflected in their learning climates (SB, 2019).

The need for change will also be framed to administrators through a positive light that indicates that as a board, SB is committed to constant improvement and ensuring that all students have a strong sense of belonging. Through the desired organizational state, all students will be better able to be a part of what SB's slogan is aiming for (SB, 2019). Being reflected in one's learning climate is important, and students should feel that they are reflected and that they belong (Ndura, 2004). If an equity committee member is invited to participate in the principals' meeting, the principals will then be asked to follow the online Twitter page (created by the equity committee), since the board already uses Twitter as a means of communication. Twitter will be used as a way to encourage two-way communication since it enables mentions, retweets and hashtags (Kruikemeier, 2014). Stakeholders can also get involved and respond using @mentions (Kruikemeier, 2014). Furthermore, principals will also be sent the online newsletter on a quarterly basis for ongoing communication.

The manager of library services and the manager of print services will also be invited to attend a similar meeting (as described by the implementation plan) as their roles will be impacted by the change. There are anticipated questions expected from the manager of library services and other administrators such as: How does this impact me?, How much time and commitment are these changes going to require from me?, How do we know that these changes will help make positive changes relating to students' perceptions of their learning climates?, How will these changes help to improve *OurSCHOOL* survey results?, Why do we need to do this? and Why now? These anticipated questions, the easy-to-use presentation, and current literature will be considered when developing the presentation to make it as applicable and meaningful to stakeholders as possible.

### **Developing the Need for Change Phase.**

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Based on the presentation in the administrator's meeting, administrators and equity lead teachers will be presenting this vision for change to the staff at their schools in order to communicate and educate teachers and librarians about this change so they are informed and know what to expect (as described in the Change Implementation Plan). They will also be informed about the rationale for change including the low *OurSCHOOL* survey results, the province's request for data in 2023 relating to ethnicities and student's perception of their learning climates and their academic achievement, and statistics regarding the changing student demographic. Additionally, the goal of this communication phase is to provide stakeholders with reassurance. Reassurance is provided through the notion that although many students are not currently reflected in the images and texts in their learning climates and do not perceive their learning climate as positive, this issue is being addressed. Positive change can be made through images and texts! During this staff meeting, the teachers and librarians at the schools will be asked to follow the online Twitter page. They will also be sent the online newsletter on a quarterly basis (created by the equity committee) so that they will also be provided with communication updates regarding the changes.

During this phase of the communication plan, teachers will attend PD, observe PD classrooms and use provided images. Librarians will order books according to the checklist. The newsletter will be used to help support teachers and librarians and provide updates regarding these changes. Stakeholders will be provided with the equity committee email address for support, challenges, or questions they may have about the change. Additionally, the equity lead teachers are available at each school to support their journey through this change.

The need for change will also be framed to teachers through a positive light that indicates that as a board, SB is committed to constant improvement and ensuring that all students have a strong sense of belonging and that teachers have the opportunity to make positive impacts on each and every one of their students. The changes will be framed in a way that encourages teachers to continue to make positive change in students' lives. Naturally, teachers and librarians will have

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questions regarding the changes. The anticipated questions are: How much time and commitment will be required from me? How will I fit this into the curriculum? Aren't teachers already doing enough to make their students feel reflected in their learning climates? Are these changes permanent or another trend or fad? These questions will be prepared and utilized in the creation of the PD sessions since the PD sessions hope to be practical and useful for addressing any barriers or misconceptions about the change. As previously mentioned, staff sign up for PD online before they attend. Once staff signup, they receive a confirmation from the board's automatic system, this confirmation will also remind attendees of the equity committee's email address so that they will have the opportunity to ask questions prior to attending the PD sessions. The equity committee will be able to respond appropriately to all these anticipated questions and address any further issues during the face-to-face PD sessions.

### **Midstream Change Phase.**

Currently, SB and all schools within SB use email, the board website, and Twitter to communicate with parents and the broader community about events and achievements at SB. Since many students, teachers, and parents are already accessing and utilizing this means of communication, Twitter will also be used to highlight short term wins and progress associated with this change. Twitter allows for the benefits of two-way communication, and although it is present on websites, Twitter has "different communication tools that help users to communicate with each other" (Kruikemeier, 2014, p. 133) which helps to build relationships. This notion is significant to the leadership approach utilized in this OIP. Twitter is most effective for this communication plan because it allows for "the feeling that another communicating person is close to you and you can connect to that person" (Kruikemeier, 2014, p. 133).

Kotter (2012) highlights benefits associated with emphasizing short term wins. He concludes that celebrating short term wins helps to fine-tune the change vision and strategies while providing evidence that the sacrifices and changes are worth it (Kotter, 2012). This is why email addresses, names, and Twitter handles will be utilized. Additionally, a simple and easy-to-

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use hashtag will be created to support more interaction to the Twitter page. The hashtag will also support the quarterly newsletter that will also be created to highlight updates regarding this change.

Quarterly newsletters will be sent out in two formats, in print form as well as online, for parents to be able to gain quick access to updates regarding students' perceptions of their learning climates and to celebrate short term wins, as highlighted by Kotter's change plan. The reason that newsletters will be provided quarterly is because it is important to not overwhelm parents with information too often as it can discourage or overwhelm people since it provides people with information overload. Information overload occurs when a large amount of information is provided to people and it exceeds their information processing capacity (Soucek & Moser, 2010). Information overload has also been related to "increased psychosomatic complaints and to less job satisfaction" (Soucek & Moser, 2010, pg. 1458). Additionally, newsletters cannot be provided too infrequently either because it is important to build momentum and commitment to change. Quarterly newsletters provide enough information to update parents, provide short term wins, and to build momentum and commitment to change without overwhelming them. The newsletters will be created by the equity committee. Afterwards, the newsletters will contain photographs and information that directly come from the Twitter handle and hashtag as well as what teachers and students are doing in their classrooms to help promote and support this change. Therefore, this newsletter will eventually be created by a collaboration of what students, teachers, and parents are posting online as well as updates from surveys from the board, such as *OurSCHOOL* survey (when results are available) and other short term wins highlighted through the equity committee and equity lead teachers at each school.

Just like with any change, there are a variety of anticipated responses, reactions, and questions relating to change. This is why the email address will be provided and will be specifically created to address these changes in order to help address any misconceptions. The anticipated responses range from excited and positive about these changes to feeling hesitant and

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unsure. There are anticipated questions that parents will ask regarding these changes such as: Why waste time on these initiatives? and Why does this matter? These changes will be framed in a positive way that supports SB and its commitment to positive ongoing improvement.

### **Confirming the Change Phase.**

The confirmation of change will happen through celebrating success when the observational notes (described in the Change Process Monitoring and Evaluation section of this OIP) and *OurSCHOOL* survey results are available. There will be a specific bulletin in the newsletter showing the increase and positive changes. Additionally, change will also be celebrated through Twitter to highlight short term wins. For example, when SB receives and orders new books, a photo celebrating this change will be posted. Another example would be when teachers attend their PD sessions, or when teachers receive their new classroom images, another photo can be posted on Twitter. Additionally, the newsletter will continue to be sent quarterly (both online and in print) to reach the larger audience. Teachers will be showcased in the newsletter in order to celebrate change as highlighted by Stage 6 of Kotter's change model. Schools, who are demonstrating strengths in these areas of change, will also be showcased within the newsletter.

The newsletter, the equity committee's email, Twitter, and the information during PD will ensure consistent information is distributed to all stakeholders, staff, and departments within SB. Emails, newsletters, and Twitter allow for relationship and task-related behaviours to be utilized throughout this communication plan since they can be used to engage in two-way communication but they can also be used to highlight goals and progress relating to the changes being made. Communicating in face-to-face interactions and two-way communication opportunities provides opportunities for transformational/ behavioural leaders to build relationships with stakeholders, which is central to this type of leadership approach.

Each department involved in this change plan (the policy committee as well as library and print services) will be able to communicate with one another through monthly email updates.

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Borkowski (2011) highlights that emails are flexible, convenient and “reduces time and cost of distributing information to organizational members. Further, Borkowski (2011) mentions that emails are effective because “employees can use email to rapidly send and receive messages” (p. 78). Email also allows for two-way communication among all departments involved. Updates will be provided to the equity committee monthly so that they can ensure to include these updates in the newsletters and celebrate them online.

Although issues are tactically framed for various audiences in order to gain buy-in for change, the communication plan ensures clear and persuasive communication to relevant audiences. Although a change implementation plan, change monitoring and evaluation, and a plan to communicate has already been addressed, it is important to highlight the next steps and future considerations that may be involved in the next change cycle of this OIP.

### **Next Steps and Future Considerations**

This final section of chapter 3 focuses on the next steps and future considerations regarding SB and the change process. It is important to address next steps and future considerations of the organizational change to help ensure that change is anchored and sustained (Kotter, 2012). In stage 8 of Kotter’s change process, Kotter highlights that change needs to be embedded into the organizational culture, norms, and values in order to sustain the transformational effort (Kotter, 2012). For change to be embedded into SB’s organizational culture, there are four main future considerations.

The first future consideration pertains to the need for constant improvement to support the growing student demographic as it changes and adapts, since SB’s community is changing. The need to adapt to the growing student demographic is important to address as a future consideration because according to Statistics Canada, the region that SB is part of is drastically growing in the amount of people who self-identify as racialized (Statistics Canada, 2017). With an increasingly diverse student demographic, there is a need to adapt and change images and texts to reflect all students as the need continues in order to match the continually changing demographic.

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Images and texts not only affect students' perceptions of their learning climates, but they also affect students' perceptions of themselves (Ndura, 2004). Therefore, as the demographic changes, so will the future of this change plan. This future consideration also involves the continued openness regarding students' voicing their perceptions of their learning climates. It is important for students to feel heard and understood for their own growth but it is also helpful since it allows change leaders to gain insight into students' understandings of the education system (Ladson-Billings & Tate, 1995).

The second consideration involves the notion that although learning climates can be improved using a critical race theoretical lens, it is also important to consider issues relating to other "isms" involved in creating a positive learning climate. Gender, age, socioeconomic status, sexual orientation, and physical ability-levels, just to name a few, are all connected to the future of this organizational change since all of the above "isms" could affect students' perceptions of their learning climates (Lechman, et al., 2015). The use of a critical race theoretical lens will eventually be able to be applied broadly enough to include all other "isms" since the fundamentals of CRT are drawn "from and extends a broad literature base of critical theory" (Yosso, 2005, p. 71). This can be utilized in the next change cycle to extend more broadly to the other possible impacts that influence students' perceptions of their learning climates. This plan supports the possibility of this future consideration because the fundamentals of CRT can be applied to a variety of demographics. For example, Tillapaugh and Getz (2012) utilize some concepts from CRT in their article entitled *Toward an Integrated Self: Making Meaning of the Multiple Identities of Gay Men in College* as a means for "understanding the construction of one's multiple [social] identities" (p. 3). Although Tillapaugh and Getz (2012) did not specifically analyze their data utilizing a critical race theoretical lens, they write that "doing so would be an important contribution to the field of higher education, especially to analyze, interrogate, and situate the data to provide new ways of seeing the aspects of the individual and societal contexts" (p. 206). CRT

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is foundational to this OIP because CRT supports the current changes in SB's student demographics, particularly, but not limited to, racialized students.

As previously mentioned, Salle, Zabek, and Meyers (2016)'s study confirmed that racialized "students reported less favorable perceptions of school climate in comparison" (p. 62) to their White counterparts. Yet research is lacking in this area to address what specifically causes this gap between racialized students and White students and their different experiences and perceptions of their learning climates. Future research regarding the impact that counterstories, as well as the impact that images and texts have on students' perceptions of their learning climates is suggested as a future consideration. Furthermore, another future consideration is that this OIP could be broadened to look beyond images and texts to other forms of communication to assess the impact that this has on students' perceptions of their learning climates in the hopes of closing the gap between racialized students perceptions and their White peers.

### **Conclusion.**

This OIP highlights the change process in the hopes of creating effective and sustainable change as it relates to changing the negative impact that images and texts (both in print and online) have on current learning climates. Chapter 1 highlights the context and vision of SB that requires change and presents an overview of the leadership approach used for the organizational change as well as SB's readiness for change. The second chapter focuses on examining organizational data gathered in order to select the best process for effective change. Chapter 3 addresses the implementation, evaluation, and communication of the organizational change process. Through these three chapters, this OIP addresses ways that images and texts can be chosen to better reflect the racial diversity within SB.



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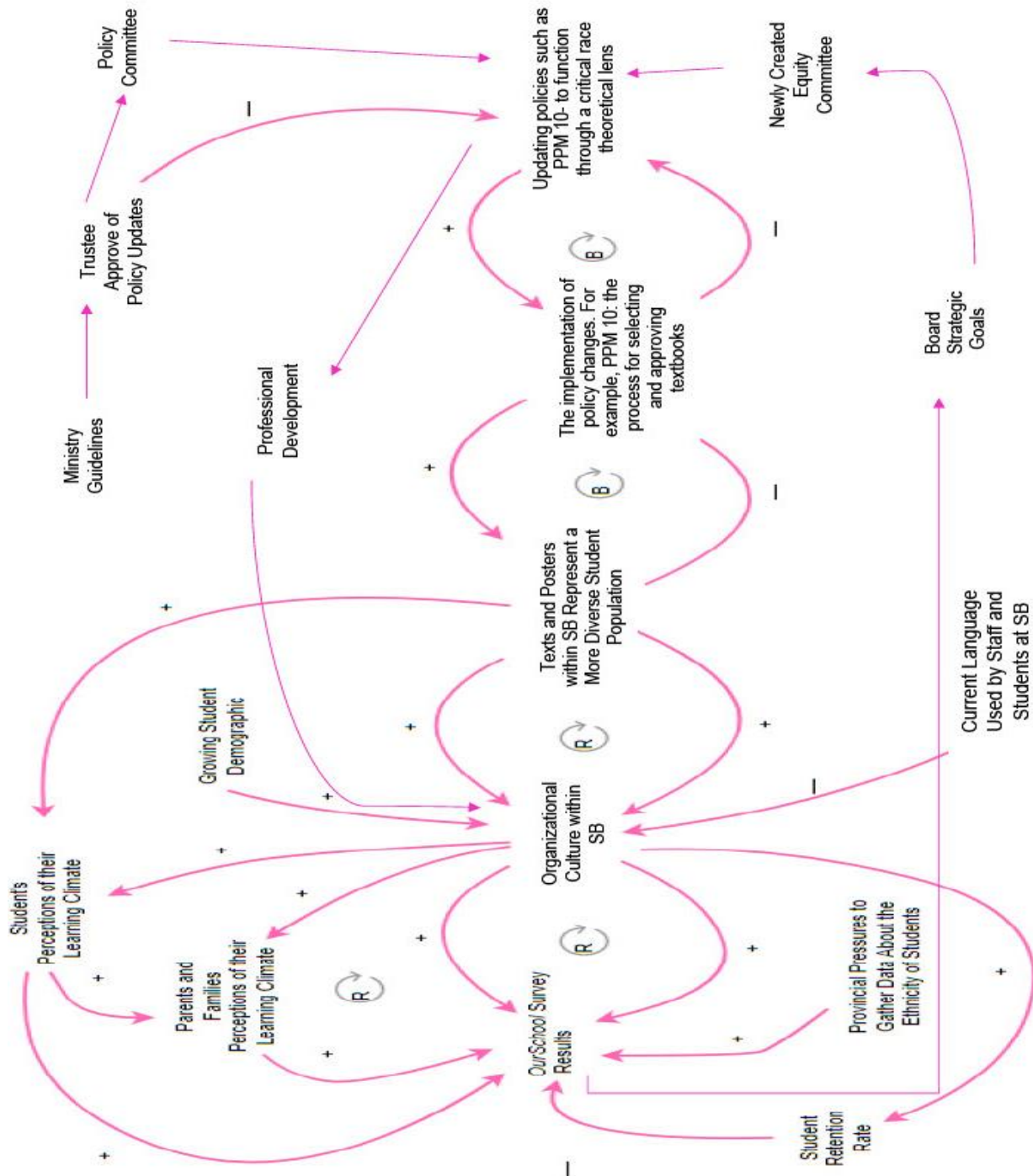
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### Causal Feedback Loop (CFL)





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## Appendix B

## Benefits and Downfalls of Each Possible Solution

Solutions	Benefits	Downfalls
Provide teaching and board staff with PD opportunities	There are several benefits to learning about how to utilize a critical race theoretical lens to intentionally select books and images asking critical questions about equity, inclusion, and diversity. Additionally, learning how to utilize counterstories is extremely important as it helps challenges dominant stories in the curriculum and racialized students to see themselves reflected in the curriculum (Kelly, 2017). This may have an impact on increasing students' perceptions of their learning climates.	A limitation to this possible is that classroom observations do not always reflect authentic, everyday teaching practices (Alshehri, 2019). Another limitation to these observations is highlighted when Alshehri (2019) indicates, that classroom observations are not usually completed in isolation and that classroom observations "consists of three main stages: a pre-observation conference, a class visit, and post-observation feedback" (p. 58 ). The three main stages of classroom observations may require staff to need supply coverage for (potentially) several days. This notion connects to issues regarding resources and funding needed to implement this possible solution. For example, funding for supply coverage for teachers while they attend PD is very costly. However, if this PD replaces the current equity and inclusive PD, 3 sessions, the cost to implement these changes would be very similar to the current costs.
Provide teachers with texts and images that represent the new student demographic within SB, in order to support students' perceptions of their learning climates.	Since (Burns-Redell et al., 2013) highlight that individual consideration is when leader listens others' concerns and developmental needs, providing images and texts helps to support individual needs while providing others with the options of utilizing their own images and texts if they prefer. This may help to support staff who are preparing to have their classrooms observed. Although teachers do not to utilize the provided images and texts during the observations, providing direct support of physically having these resources might help to individually support those who need it.	It is costly to replace, purchase, and reproduce current images and texts that represent a truer and more authentic inclusiveness, the new classroom resources (texts and images) will only be purchased in replacement of other images and texts that are already purchased annually. It is not in addition to the current allocated funds, but it is replacing the annual new resource purchase, in order to keep costs consistent with the current allocated funds.
Update policies (PPM 10, PPM 20, and V 10) to ensure that SB functions from an inclusive lens	This possible solution can help to address the problem of practice because by updating these policies to ensure the wording is less "colour blind". When the wording is less colour-blind, it will be better able to avoid the unintentional reinscription of White dominance in subtle ways such as policies, images and texts (Liu & Pechenkina, 2016).	There are practical limitations associated with this potential solution, such as the process of making changes to policies and the notion that policy changes need to be approved by the policy committee and trustees. Although this potential solution is achievable, it is probable that the approval process will take some time to get verified. There is also the possible issue that policy changes will not be approved. If the changes do not get approved, the first two proposed solutions can still be implemented since they help to fulfill the board's mission and goals.

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## Appendix C

## Implementation Plan

Solution	Implementation Step	Stakeholders	Kotter Stage	Leadership
<b>Policy revision to ensure that PPM 10 and PPM 20 function from a critical race theoretical lens in all aspects.</b>	Meet with the manager of equity and inclusion	- Senior manager of equity and inclusion -Myself	Stage 1- Creating a sense of urgency	<p><u>Behavioural leadership:</u> -Task-oriented Behaviours will be used to highlight relevant literature, <i>OurSCHOOL</i> data, and highlight political pressures to create a sense of urgency and to gain buy-in stakeholders. Once the committee is formed, that will assist with the creation and planning of the mission and vision of this change.</p> <p>-Relationship-oriented behaviours will be used to connect with senior manager of equity and those who are passionate about equity and inclusion and are consistently volunteering to join the various equity and inclusive sessions that are currently being provided.</p> <p><u>Transformational leadership:</u> -Keep stakeholders motivated and engaged, by providing them with a powerful and inspiring vision to work towards using the equity committee, and both described in the task and relationship-oriented behaviours.</p> <p>-Individual consideration and supported is provided for those who require extra support in the implementation of the change: checklists are easy and clear. Professional development sessions will occur several times a year to support anyone who needs extra help. Equity committee members will also make school visits to anyone who have requested support to implement these changes.</p> <p>Intellectual stimulation through utilizing a critical race theoretical lens to examining images and texts.</p>
	Create the equity committee	-Senior manager of equity and inclusion -Director of education at SB	Stage 2- Form a powerful coalition	
	A representative of the equity committee will meet with chair of policy committee	-Equity committee members -Senior manager of equity and inclusion -Director of education at our board -Policy committee	Stage 3- Create a powerful mission and vision	
	The equity committee will begin planning for suggested policy revisions			
	An equity committee representative will present suggested revisions at policy committee meeting			
<b>Mandatory PD opportunities.</b>  <b>Providing Inclusive Resources and Counterstories (posters and texts) to represent the new student demographic.</b>	A representative of the equity committee will ask to be invited and present to the principal meeting	-Equity committee members -Manager of library Services -Manager of print services -Principals within SB		
	A representative of the equity committee will present the changes to library services, and the manager of print services including the introduction of the checklists	-Librarians at SB -Manager of library services -Equity committee members	Stage 3- Create a powerful mission and vision  Stage 4- Communicate and convince others of the vision for change  Stage 5- Removing barriers and learning from implementation	
	The manager of library services will	-Equity committee members		

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	<p>present the changes to the librarians and they begin to order books according to the checklists</p> <p>Th manager of print services will present the changes to the department and they will begin to utilize the checklists when creating and printing images</p>	<p>-Manager of print services -Printing department</p>		
	Equity lead teachers and equity committee members will create Twitter account, email support, and newsletter	<p>-Equity committee -Equity lead teachers -Teaching and board staff -Students -Families of students</p>	<p>Stage 3- Create a powerful mission and vision</p> <p>Stage 4- Communicate and convince others of the vision for change</p>	
	Equity committee begin PD training and present to the equity lead teachers	-Equity committee -Equity lead teachers	<p>Stage 5- Removing barriers and learning from implementation</p> <p>6-Generate short term wins to sustain change: do not let up too soon</p>	<p><u>Transformational leadership:</u> -Keep stakeholders motivated and engaged, by providing them with a powerful and inspiring vision to work towards. This will be done using the communication strategies such as the use of Twitter, newsletters, through professional development opportunities for staff to build team work, risk-taking and creativity!</p> <p><u>Behavioural leadership:</u> -Task-oriented Behaviours to use relevant literature, <i>OurSCHOOL</i> data, and highlight political pressures to create a sense of urgency and to gain buy-in stakeholders</p> <p>-Relationship-oriented behaviours connect back to the use of communication strategies to communicate change by also to frame the changes in a positive light! This will also help to celebrate short term wins.</p>
	Equity lead teachers and/or principals will communicate change to librarians and teachers through the September staff meeting	<p>-Equity lead teachers -Principals -Teachers and librarians within SB</p>		
	<p>Teachers will begin to attend PD, be provided with posters and texts, and observe classrooms (next cycle continues)</p> <p>Policy approval</p>	<p>-Equity committee -Equity lead teachers -teachers</p>	<p>Stage 5- Removing barriers and learning from implementation</p> <p>6-Generate short term wins to sustain change: do not let up too soon</p> <p>Stage 7- Make change sick Change 8- Sustaining and anchoring change</p>	

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## Appendix D

When ordering new library and teaching and learning books:

- ☐ Does your book list or collection include books with characters that reflect different races?
- ☐ Does it include books with a *main* character that is racialized?
- ☐ Does it include books written or illustrated by a racialized person?
- ☐ Are there any books with a racialized person on the cover? Do the characters on the book covers accurately reflect the characters in the book?
- ☐ Think about your student population. Does your list provide books in which they can see themselves reflected and books in which they can learn about others?
- ☐ Think about the subject matter of your diverse books. Do all your books featuring Black characters focus on slavery? Do all your books about Latino characters focus on immigration?
- ☐ Do you have any books featuring racialized characters that are not primarily *about* race or prejudice?
- ☐ Consider your classic books, both fiction and nonfiction. Do any contain hurtful racial or ethnic stereotypes, or images? If so, how will you address those stereotypes with students? Have you included another book that provides a more accurate depiction of the same culture?
- ☐ Please attach a list of new books purchased for the school.

Name and signature of approval:

School:

(Adapted from Ehrlich, 2014).

## Appendix E

## Success Criteria for SB Image Creation

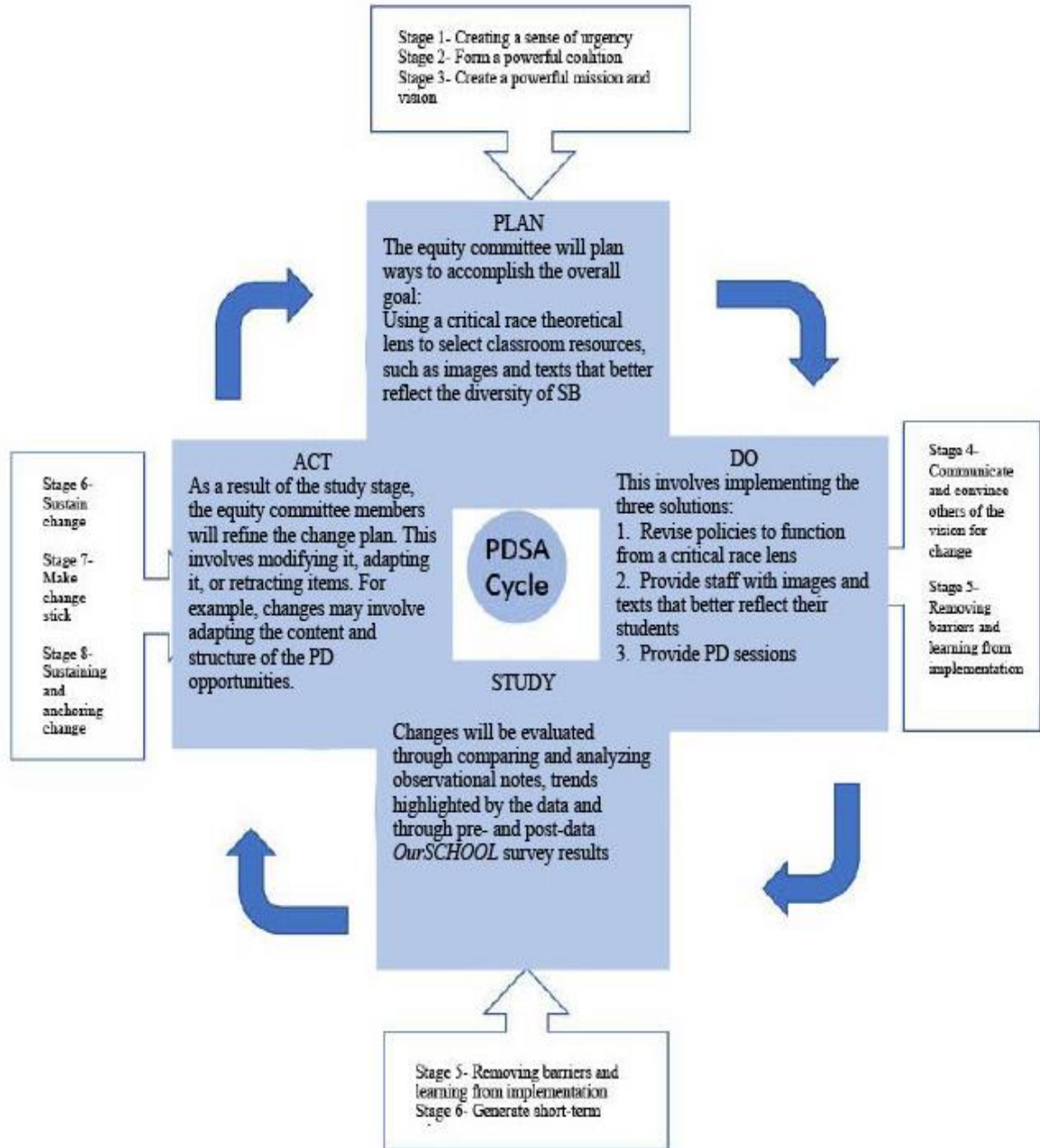
- Does the image connect to the vision, mission, and slogan of SB? *Accomplishing and Belonging*
- Does your image include with characters who are racialized?
- Does the image include a *main* character who is racialized?
- Does the image accidentally make White characters seem superior or seem like a central focus of the image?
- Think about race and ethnicities. Do the images provide an opportunity for all students to see themselves reflected?
- Does the image intentionally reinforce stereotypes such as featuring Black characters focus on slavery?
- When the characters in the images include racially diverse characters, is the image primarily *about* race or prejudice?
- Does the image contain subtle racial or ethnic stereotypes (wording or images)? If so, how will you address those stereotypes with students?
- Does the image provide an accurate depiction of races and ethnicities?
- Does the image only depict the racialized character in one historical timeframe?

(Adapted from Ehrlich, 2014)

## CLASSROOM CLIMATE: USING IMAGES AND TEXTS

## Appendix F

## Applying the PDSA Cycle and Kotter



Adapted from Running PDSA cycles. *Current Problems in Pediatric and Adolescent Health Care*, 48(8), 198-201.

## CLASSROOM CLIMATE: USING IMAGES AND TEXTS

Appendix G  
Communication Plan

Change Priority	Policy Revision	Providing Inclusive Resources and Counterstories (Images and Texts) and PD	Providing Resources, and PD	Providing Resources, and PD
Communication Plan Phase	Prechange	Developing the Need for Change Phase	Midstream Change Phase	Confirming the Change Phase
Description	Prechange Phase -to sell top management (Cawsey et al., 2016)	<b>Developing the Need for Change Phase</b> -to explain the need for change, provide a rationale, reassure employees, and clarify the steps in the change process (Cawsey et al., 2016)	<b>Midstream Change Phase</b> -to inform people of progress and to obtain feedback on attitudes and issues, to challenge any misconceptions (Cawsey et al., 2016)	<b>Confirming the Change Phase</b> -to inform employees of the success, to celebrate the change, and to prepare the organization for the next change (Cawsey et al., 2016)
Target Audience/ Stakeholder	Policy Committee  Manager of Library Services  Manager of Print Services	Teachers  Librarians	Trustees  Administrators  Manager of Library Services  Teachers  Librarians  Parents  Students	Trustees  Administrators  Manager of Library Services  Teachers  Librarians  Parents  Students
Plan of Action:	<p>Emphasize the provinces request for data at the principal meeting</p> <p>Highlight statistics relating to SB's growing student demographic at the principal meeting</p> <p>Underscore the negative impact associated with not creating change at the principal meeting</p> <p>Highlight issues associated with <i>OurSCHOOL</i> survey results as it pertains to this change at the principal meeting</p> <p>Utilize literature that connects images and texts</p>	<p>The vision for change is communicated through the September staff meeting</p> <p>Principals or equity lead teachers will lead the staff meetings that highlight the vision for change- (using the PowerPoint presented at the principal meeting)</p> <p><u>Rationale:</u> Low <i>OurSCHOOL</i> survey results</p> <p>Province's request for data in 2023 relating to ethnicities and student's perception of their learning climates and their academic achievement</p> <p>Statistics regarding student demographic is changing</p> <p>Spread awareness of the negative effects that current images and texts have on students' perceptions of their learning climates, so they have a better understanding.</p>	<p>Use twitter (and hashtag) daily to highlight short term wins.</p> <p>Send newsletter quarterly (both online and in print) to reach the larger audience</p> <p>Email address will be provided and will be specific to these changes in order to help address any misconceptions or any concerns.</p>	<p><u>Celebrate change through:</u></p> <p>Celebrate success when <i>OurSCHOOL</i> survey results are available – specific bulletin in newsletter showing the increase and positive changes (framed positively regardless of the increases)</p> <p>Twitter daily to highlight short term wins. For example, when SB receives and orders new books, a photo celebrating this change will be posted. Another example, when teachers attend their PD sessions, or when teachers receive their new classroom</p>

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	<p>in relation to students' perceptions of their learning climates.</p> <p>Educate top management about the negative effects that current images and texts have on students' perceptions of their learning climates, so they have a better understanding.</p>	<p><u>Reassurance:</u> Reassurance is provided in the notion that the issue that few students perceive their learning climate as positive is being addressed</p> <p>Highlighting statistics that change is possible (in the provided PowerPoint that will be presented to teachers and librarians at the September staff meeting)</p> <p>We can make change!</p> <p>Any additional items that are required from staff will be reassured in the explanation that simple tools such as checklist. The short checklist is easy to understand and quick to complete.</p> <p><u>Clarify Next Steps:</u></p> <p><b>Teachers will:</b> -attend PD and observe PD classrooms</p> <p>-use new (provided) images</p> <p><b>Librarians will:</b> -order books according to checklist</p> <p><b>Equity Committee will:</b> -prepare for Twitter, newsletter, and email</p> <hr/> <p>Will use the newsletter to help support teachers and librarians and provide updates regarding these changes</p> <p>Will provide stakeholders with my contact information for support or challenges. Additionally, staff will be asked to contact the equity lead teachers who are there to support their journey through this change</p>	<p>images, another photo can be posted on twitter.</p> <p>Send newsletter quarterly (both online and in print) to reach the larger audience. Teachers can be showcased in the newsletter in order to celebrate change. Schools will also be showcased.</p> <p><u>Sustainability:</u></p> <p>Newsletters will continue to be sent out quarterly. It will be modified based on the required changes and modifications.</p> <p>Monthly email updates will continue to occur along with frequent Titter posts.</p>
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*Adapted from* Cawsey, T. F., Deszca, G., & Ingols, C. (2016). Communication

Need for different phases in the change process (p. 321).